

Nellie Edge Online Seminars

Practicum Suggestions for University Credit Option

Course Numbers

Seminar #1: Multisensory ABC and Phonics Immersion: Building the Reading Brain

PEDU9008 (DEVELOPING NEW IDEAS IN EDUCATION PRACTICUM (1), (2) OR (3) CREDITS)

Seminar #2: Kindergarten-Friendly Handwriting Matters!

PEDU9014 (CREATING PRACTICAL STRATEGIES AND IDEAS (1), (2) OR (3) CREDITS)

Seminar #3: Accelerate Literacy with High-Frequency Sight Words: Make Learning Visible! (We Call These “Heart Words”)

PEDU9009 (ACTIVITIES TO ACCELERATE LEARNING (1), (2) OR (3) CREDITS)

Up to three semester units of post-baccalaureate professional development credits are available through the University of the Pacific in California for each Nellie Edge Online Seminar. (3 semester units = 4.5 quarter hours.) An additional \$62 fee per credit is required, payable on the day of the seminar. Details and registration forms for direct enrollment are available for each online seminar. You will mail the registration, fee, and practicum projects directly to the university. Nellie Edge Online Seminars is **not involved** in reading your papers or assigning grades. You are responsible directly to the university.

Follow-up practicum projects require 15 hours per semester credit. This is acceptable where local school districts approve and are applicable to state licensure where such activities are approved. We recommend that you always check with your literacy director or university counselor to verify the appropriateness of all professional development opportunities for your teaching credentials. For other credit questions please call Dr. Allen Lifson at 1-800-479-1995 (www.teacherfriendly.com).

Frequently Asked Questions:

How long do I have to complete the projects?

After you send in your registration (which is available once you register for each online seminar), you have four months, and if necessary, you can request an extension from the University of the Pacific.

What kind of project should I complete?

Whatever will be the most relevant to you! We have included a list of specific practicum suggestions; however, you are welcome to design a personal project that fits your professional needs. Dr. Lifson and Nellie Edge want this project to meet your professional development goals. You need not write an essay unless it fits your professional needs.

How do I decide on a project?

- Watch the online seminar, and review the seminar Power Guide eBook, Self-Assessment Guidelines, and Practicum Suggestions.
- Reflect on what will take your teaching to a higher level. Set personal goals to organize and develop curriculum ideas that you will implement. (You have unlimited access to the online seminar.)
- Take photos, or make copies of your work. (Consider saving a copy of your documentation for your professional portfolio: these projects have supported many teachers in pursuing National Board Certification.)
- Each practicum project that you develop could easily take you 15 hours; some may take much longer.

As a result of each online seminar, what would you like to be doing in your classroom one week, one month, and four months from now?

Nellie Edge (updated 12/2015)

Nellie Edge Online Seminar #2 – Practicum Suggestions

University Credit Option – Kindergarten-Friendly Handwriting Matters!

**15 hours of practicum project work is required for each unit of credit.
Nellie Edge Online Seminar #2 may be taken for up to 3 units of credits.**

If handwriting motions are not automatic, it interferes with the whole writing process.

Watch the online seminar repeatedly, read through the Power Guide documents, self-assessment guidelines, and Nellie Edge Handwriting Blogs. Define goals and projects that are most meaningful for you. The following practicum ideas are only suggestions. You are always welcome to design a special project that meets your unique professional development goals relating to the online seminar topic.

1. **Analyze your current name writing program:** How can you make it more intentional, systematic, and successful? How do you make the learning goals visible to each child? Include name writing guides for families, and support materials for instructional aides and classroom volunteers.
2. **Connect kindergarten-friendly handwriting with teaching of high-frequency “heart words.”** Efficient handwriting motions for the words “I love you” provides the anchor sentence that children will write over and over again. Notice that the pink and purple “heart words” and related sentences provide authentic handwriting practice for all of the lowercase letters except p, q, x, and z! Have high expectations that children are capable of remembering what their target letters are, verbalizing the language for letter formation, working hard, and getting it right!
3. **Develop a “Parents as Partners” in Kindergarten-Friendly Handwriting and Fine Motor Development Activities** packet to share with families. Use the Nellie Edge Handwriting Blogs and Pinterest Fine Motor Development and Kindergarten Handwriting boards for additional finger dexterity building activities. Stress how helpful it is for the children to practice these skills in the classroom and at home. Remember — fingerspelling the ABCs is one of the best strategies for fine motor skills development!
4. **Learn the Kindergarten-Friendly Handwriting songs and chants from the *Sing, Sign, Spell, and Read!* CD.** Teach them to the children with passion and dramatic flair! Remind the children of the key handwriting positive affirmation “I always start my letters at the top!”
5. **Enhance handwriting skills by teaching children to draw and explore shapes.** Provide lessons that teach the child how to make a twinkling star (lift-the-pen motion), a spiral van Gogh-like star (continuous motion), and a five point star to help children integrate movement patterns. What do you notice? Are the children using rich art related language such as “a Van Gogh-like star”?
6. **Read the excerpts from handwriting research.** Google additional resources. Write a paper on why handwriting matters for children today. Share the paper with kindergarten colleagues, parents, and your school primary team.
7. **Coordinate with preK-2 teachers,** special education and literacy coaches in your school or district to develop a consistent approach to handwriting for young children. What resources will you use?
8. **Read excerpts from *Choice Words*** by Peter Johnston (Stenhouse, 2012), pages 172-173 from ***Kindergarten Writing and the Common Core*** by Nellie Edge, 2015 and the pages on *How to Talk to Children about Their Handwriting* in the Teacher’s Guide to ***Kindergarten-Friendly Handwriting, Word Work and Phonics Skills*** pages 13 and 26. Create a list of empowering ways to talk about student handwriting progress. Stress that *hard work is valued* in your classroom.

Praise effort, hard work, and movement toward a handwriting goal—not how smart children are!

9. **Provide ABC Brain Exercises for fluency** (pages 56-58 of the Teacher's Guide). Notice which children will benefit from more intentional abc work for quick visual retrieval of letters from long-term memory.
10. Read ***Visible Learning for Teachers: Maximizing Impact on Learning*** by John Hattie (Routledge, 2012). Discuss how you will use the practices shared in this Nellie Edge Online Seminar to make the learning of efficient handwriting practices visible for each student and their parents beginning with name writing. How will you involve students in self-evaluation and what is necessary to celebrate mastery?

Choose any one suggestion to develop an in-depth practicum or any combination of meaningful projects that would allow you to apply the skills shared in this seminar in the most useful and relevant way. How can you use the content of this Nellie Edge Online Seminar to make your teaching more effective and powerful to the lives of your students? What do you want to be doing in your classroom one week and one month from now as a result of this seminar?

Dr. Lifson at the University of the Pacific always allows teachers to design their own practicum project that meets their unique teaching and learning needs.

Handwriting practice is woven into authentic writing experiences that have meaning to the child — not isolated drill!