

# 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](http://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 #3 - Practicum Suggestions

University Credit Option –Teaching High-Frequency Sight Words (“Heart Words”)

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

Listen to the online seminar repeatedly, read through the Power Guide, and study the self-assessment guidelines and practicum suggestions. Define goals that are most meaningful for you. The following practicum ideas are only suggestions. You are always welcome to design a unique project that meets your professional development goals relating to the online seminar topic, or write a three-page action-research paper.

1. **Document your high expectations for students and parents with clear learning targets.** How will your students know there are two kinds of words: Words they will learn “by heart” and words they can listen to, stretch out, and write the sounds for? Teach for mastery with clearly visible goals of 15-16 color-coded words. Use the words selected in our action-research, or create your own word lists in collaboration with school staff.
2. **Document how you provide multisensory, memorable teaching of high-frequency words and make learning visible.** Have your high-frequency word wall visible from the front and sides of the room. Create “heart word” posters: pink, yellow, purple, and green. (You may to choose your own favorite colors and images as long as you are consistent!) Color coordinate miniature “heart words,” floor charts and word wall words.
3. **Plan with the first and second grade teachers, special education and reading teachers** in your building or district so there is one consistent set of clear learning targets for children K-2. Many kindergartners by mid-year have already mastered the first 62 words. They delight themselves in the challenge of going on to first and second grade level words or their own personalized set of words. Make color specific sets of small “heart words” ahead and have a system for sending them home.
4. **Plan your “Parents as Partners” program.** Send home the first set of pink “heart words” in a small box after you have introduced most of the words. Explain your system of family support so that parents understand how to support “heart word” practice in a positive, engaging way. (Each child gets to take home the next set of colored “heart words” to add to their box as soon as the previous set is mastered!) *Our expectation for pink and purple “heart words” is for children to be able to read, write, and spell them conventionally.* Consider sending home word/fingerspelling cards and/or “I Can Read” Anthology pages for the first 32 words. Permission is granted for teachers to send home copies of the *Sing, Sign, Spell, and Read!* CD, anthologies, and word cards for family literacy and listening enjoyment.
5. **Create an ongoing organization and assessment system that drives instruction. Celebrate mastery!** Create a folder or notebook with individual student assessment forms, parent letters, “heart word” templates, and your *Hip Hip Hooray* book pages to celebrate learning. Create your own class book that honors student achievement.
6. **Integrate high-frequency “heart word” work throughout the curriculum.** Connect pink and purple “heart words” with your handwriting instruction. Create independent writing/drawing/book making totes that provide authentic practice writing “heart word” sentences. Expect children to write a growing number of “heart word” sentences each morning during settling-in time.
7. **Read excerpts from John Hattie’s meta-analysis of 15 years of educational research on Making Learning Visible.** Review the online seminar again and write about how this approach to teaching high-frequency

sight words is consistent with the evidence-based research documented in this important book. How does this systematic approach to teaching sight words set high expectations for student achievement, make learning visible, differentiate learning, and take advantage of how the brain learns best?

**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.