

# Nellie Edge Professional Development Seminars and Distance Learning: University Credit Option

- 9272 – Positive Discipline in Kindergarten Practicum  
**Workshop Title: Positive Discipline in Kindergarten**
- 9273 – Joyful Accelerated Literacy Practicum  
**Seminar Title: Joyful Accelerated Literacy: Online Study with Nellie Edge**
- 9246 – Kindergarten Writing and the Common Core Model  
**Kindergarten Writing and the Common Core: Joyful Pathways to Accelerated Literacy**
- 9179 – Writing to Read Accelerates Literacy Practicum  
**Writing to Read Accelerates Literacy: All Children Love to Write and Draw!** (Writing Workshop #3)
- 9157 – Multisensory Kindergarten Model Practicum  
**Workshop Title: Learn 30 Essential Kindergarten Handwriting Lessons** (Workshop #1)
- 9622 – Kid Writing: Kindergarten Practicum  
**Seminar Title: Writing to Read in Kindergarten: Explore the Power of “Kid Writing” with Julie Lay** (Writing Workshop #2)
- 9447 – Enhancing Language and Literacy With Song Practicum (Video Course)  
**Workshop Title: The Original Magic of Signing Songs: Maximizing Language and Literacy (#1)**
- 9505 – Enhancing Language and Literacy Practicum (Video Course)  
**Workshop Title: The Magic of Signing Songs: Enhancing All Children’s Language and Literacy (#2)**
- 9560 – Kindergarten Literacy Practicum  
**Seminar Title: Art-Science-Literacy and the Kindergarten Child: Authentic Experiences Common Core Standards Engaged Learners**, Laura Flocker Workshop
- 9646 – Celebrate Language and Accelerate Literacy Practicum  
**Seminar Title: Celebrate Language and Build a Culture of Kindergarten Book Lovers** Summer Institute Day 1
- 9625 – Celebrate Language/Teach Essential Literacy Practicum  
**Workshop Title: Celebrate Language and Build a Culture of Kindergarten Book Lovers** Summer Institute Day 2
- 9670 – Partners in Kindergarten Literacy Practicum  
**Workshop Title: Parents as Partners in Kindergarten and Early Literacy: Family Connections that Multiply Our Teaching Effectiveness**
- #### – New Title Coming from U of the Pacific  
**Workshop Title: Phonics for Fluency and Kindergarten Writing Proficiency**

**Semester units of up to three post-baccalaureate professional development credits are available through the University of the Pacific in California.** (3 semester units = 4.5 quarter hours.) An additional \$79 fee per credit is required, payable on the day of the workshop. Details and registration forms for direct enrollment will be available at the seminar. For your convenience, we will mail the registrations to the university for you; however, we are not directly involved in reading your papers or assigning grades. For teachers using the seminar materials for distance learning credits, please request the registration forms when you order the seminar resources. 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?***

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! You do not need to write a research project or a response to a resource book—unless that is what best meets **your needs**. Dr. Lifson and I want this project to meet your professional development goals.

### ***How do I decide on a project?***

Reread the online seminar Power Guide, download the free eBook, and spend time on our website. Collect, organize, and develop curriculum ideas that you will implement. This could easily take you 15, 30, or 45 hours...**As a result of this workshop or seminar, what would you like to be doing in your classroom one month and four months from now?**

- Nellie Edge

The following pages, **Nellie Edge Seminar Practicum Suggestions**, are some ideas to get you started. Dr. Lifson has repeatedly told us that our teachers send in some of the best work he receives. Keep up the great work!

(updated 1/2019)

## Nellie Edge Seminars and Distance Learning – Practicum Suggestions (Updated 2019)

Nellie Edge Online Seminars, Workshops, and Summer Institutes may be taken with a **follow-up Practicum for 1, 2 or 3 semester credits (4.5 quarter credits)**. The fee, to the University of the Pacific is \$79.00 per credit. It is payable at the Seminar/Institute and requires a 15-hour “teacher-friendly” practicum follow-up project for each credit. The projects will support you in implementing strategies shared during your professional development. **You will have up to 4 months to complete the practicum** and extensions are available upon request. **Submit course work to:** Dr. Allan H. Lifson, Nellie Edge Seminar Follow-up, 729 W 16<sup>th</sup> St., Ste. B-3, Costa Mesa, CA 92627, 800-479-1995. See [www.teacherfriendly.com](http://www.teacherfriendly.com) for the most frequently asked questions about practicum follow-up.

### ***Professional Readings for Reflection and Practical Application (You need NOT write a paper!)***

As in the past, we offer participants the opportunity to meet the practicum requirements with professional reading. **Read the workshop Power Guide, seminar manual,** or any of the professional books listed in the resource book bibliography. Write a three-page response paper to the book. Discuss how the research will affect your practices as an educator or include at least 3 new concepts or strategies that you will implement in your classroom as a result of your reading. This would qualify for one unit of practicum credit.

### ***Practical Suggestions for 15-hour Practicum Projects: Take your teaching to a higher level***

#### **1. Develop a Personal Book and/or Classroom Website featuring Your Teaching Philosophy and Practice: Who I Am in the Lives of Children**

You may choose to begin with a photo of yourself and a one-page personal philosophy statement about your teaching beliefs. Follow it up with at least 10 photos of children in your classroom actively involved in learning with concise captions under each photo. These pages can be kept in clear plastic sleeves in a 3-ring binder and shared with parents. You will see excellent models as you peruse [www.nellieedge.com](http://www.nellieedge.com) and websites from some of our Kindergarten Literacy Award teachers. See guidelines, philosophy, and sample captions on our website ([www.nellieedge.com](http://www.nellieedge.com)) and in *Parents as Partners in Kindergarten and Early Literacy: Family Connections that Multiply Our Teaching Effectiveness*, by Nellie Edge, updated 2019.

#### **2. Create Celebrations of Language with a Monthly Plan for “I Can Read” Notebooks**

What songs, poems, rhymes, chants, story excerpts and quality literature will you share with your children? Which ones will they memorize, recite and perform? How will you systematically develop phonemic awareness and connect oral language to print? (Remember, it is the familiarity of the English language that allows a child’s decoding to be error-free, their reading to be fluent and with comprehension.) See [Power of Poetry blogs](#).

#### **3. Building a Joyful Learning Community: Use Rituals, Traditions & Celebrations**



Write your “community of learners” plan for the entire school year. How will you greet the children and bring them together? What will you do to bring closure at the end of the day? What memorable literacy rituals will you implement? We recommend *Life in a Crowded Place: Making a Learning Community* by Ralph Peterson. See excerpts from *The Heart of Kindergarten: Memorable Rituals, Traditions and Celebrations* at [www.nellieedge.com/articles](http://www.nellieedge.com/articles).

*“Community is more important to learning than any teaching strategy.”*

#### **4. Expand Your Comprehensive Writing Program with 10 High-Impact Strategies**

How will you integrate handwriting with high-frequency “heart word” work?

- Let them write every day! Write lists, “really cool books,” messages, and news stories.
- Study [10 Proven Highest-Impact Strategies](#) by Nellie Edge.
- Choose one strategy to study and implement including Parents and Partners Connections.
- Enhance your writing workshop organization and assessment. (Study [Kid Writing Videos](#).)

5. **Create Class Books of Songs and Rhymes That Develop Literacy, Honor Childhood, and Build English Language Fluency** Send photo copies of the book (with a brief description of goals, process, and student response to Dr. Lifson as a practicum project for PDUs.)
6. **Keep an Observation/Reflection Journal of Your Experiences Teaching ASL (American Sign Language)**  
Teach **ABC Phonics: Sing, Sign, and Read!** monitor progress. What did you notice? What do you notice when you begin singing and signing a favorite song? How are your children responding? Are they teaching each other? How do parents respond? How do you systematically use the signing of songs to accelerate literacy? Refer to our *Magic of Signing Songs* DVD and literacy manuals. See  [ASL instructional Video Clips](#) to practice. Use the **Self-Assessment Guidelines for Excellence: Multisensory ABC and Phonics Immersion**.
7. **Explore and Use Excellence in Kindergarten and Early Literacy Resources at nellieedge.com**
  - Begin with our photo essays, blogs, e-Books, video clips, and links to our Annotated Literacy Award Websites and other favorite sites. Download free poetry pages and Little Books.
  - Gather resources for a particular theme or project.
  - Join an informative professional chat board (we highly recommend [www.teachers.net/mentors/kindergarten](http://www.teachers.net/mentors/kindergarten)). Listen in or post questions.
8. **Gather Information about The National Board of Professional Teaching Standards Certification (see [www.nbpts.org](http://www.nbpts.org))**  
Begin the process of certification through the National Board for Professional Teaching Standards. Locate state resources for funding and dialog with kindergarten teachers who have gone through the process. (Teachers say it is an awesome personal and professional experience!)
9. **Make Voracious Vocabulary Learning a Daily Priority: Give Little Kids Big Words!**
  - Analyze your curriculum and make a plan to systematically build high-level vocabulary through literature, songs, and studies. What wondrous words will you introduce and integrate into the curriculum? Read [Information Writing blog](#) and [Science Literacy blog](#).
    - How will you know if your children understand basic language concepts (backward, forward, farthest, nearest, always, never, etc.)? Systematically and intentionally teach vocabulary for Common Core State Standards (e.g., illustrator, author, fiction, nonfiction...) and Next Generation Science Standards (e.g. meteorologist, habitat, engineering...).
10. **Develop Your “Parents as Partners” Program (See resources on [Teachers Pay Teachers](#))**
  - Describe your plan for parent collaboration, communication, and education. Adapt any essential Nellie Edge parent letter to meet your needs. See: *Parents and Partners: Family Connections That Multiply Our Teaching Effectiveness*, by Nellie Edge, updated 2019. Study [Parents as Partners TPT resources](#).
  - Develop your parent information notebook (search under each of our [website page tabs](#) for articles that you may want to include). Plan how you will develop your parent lending library.
  - How will parents be encouraged to be a part of your classroom community and a partner in meaningful learning projects at home? Use or adapt [Family-Friendly Homework Calendars](#).
    - Plan for monthly “Good News” post cards to go home to families, or develop your own happy messages from school.  
*We have a covenant that says, "We jointly share responsibility for educating your child."*
11. **Understand and Use the Common Core State Standards  for Curriculum Mapping.**  
Plan how you will share these rigorous standards with families. Use Essential Parents as Partners Letters on TPT.

The above projects are only suggestions; you are always encouraged to design a practicum to meet your specific needs. **Dr. Lifson wants this assignment to be meaningful for you.**