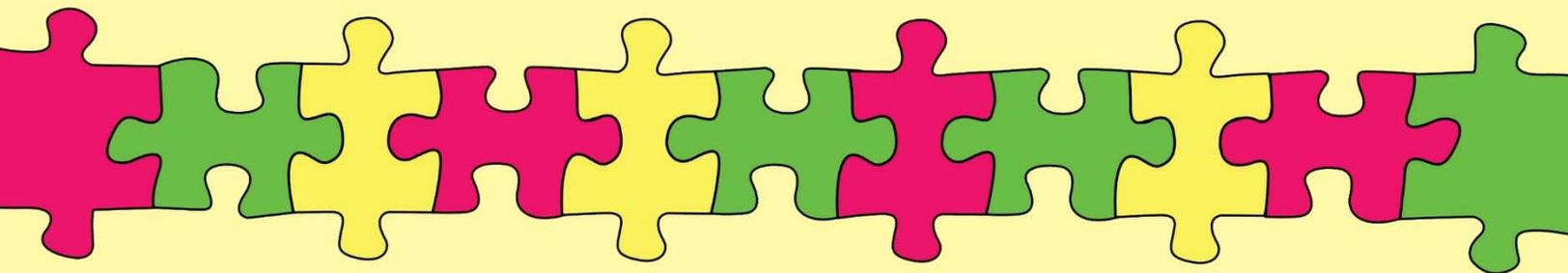


Curriculum  
Solution Center



# Course Catalog

2016-17

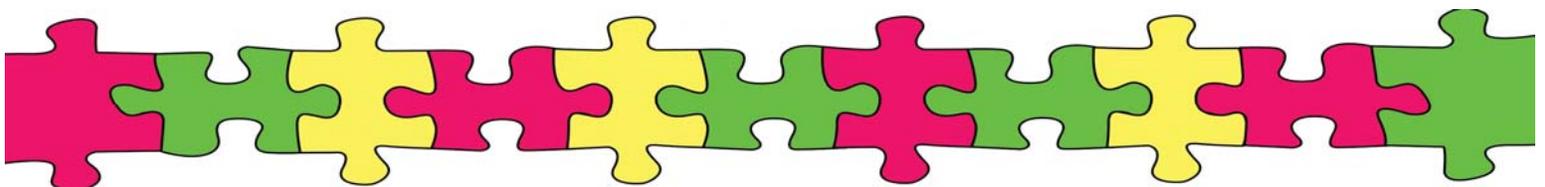


# Curriculum Solution Center

## 2016-17 Course Catalog



<b>Curriculum and Content Area Instruction.....</b>	<b>2</b>
Full STEAM Ahead: Creating Project-Based Lessons Integrating Science, Technology, Engineering, Arts, and Mathematics .....	2
Making Sense of Number Sense: Teaching Early Numeracy .....	2
Science and Inquiry: Building on Natural Inquiry .....	2
Block Play Across the Curriculum .....	2
Beyond ABC's: Creative Ways to Teach the Alphabet and Pre-Literacy Skills .....	2
Using Non-Fiction Literature in Early Childhood .....	2
Developmentally Appropriate Expectations for Handwriting .....	3
Blending Fine Arts and Fine Motor.....	3
Meeting Every Standard in "Approaches to Learning Through Play" .....	3
Social Studies in Early Childhood: Exploring Families, Communities, and Around the World .....	3
<b>Assessment.....</b>	<b>4</b>
Milestone Tracking with Portfolios and Checkbrics .....	4
Formative Assessment: An Introduction for Early Childhood Professionals.....	4
<b>Behavior Management and Classroom Culture .....</b>	<b>5</b>
Creating a Pro-Social Classroom: STEPS for Early Childhood .....	5
Positive Behavior Support Basics: Verbal Reinforcement to Encourage Behavior.....	5
Tackling Troublesome Transitions.....	5
Building Empathy with Books, Games, and Music .....	5
<b>Communication and Professional Practice.....</b>	<b>6</b>
Enhancing Parent Communication: Discussing Sensitive Issues.....	6
Say This, Not That: Effective Communication to Promote Responsible Behaviors in Children .....	6
Professional Communication Basics: Daily Interactions with Parents and Co-Workers .....	6
Bulletin Boards, Calendars, and Activity Kits: Getting Creative to Promote Family Involvement.....	6
<b>Communication and Professional Practice (cont.) .....</b>	<b>7</b>
Reflection: Making and Taking Time to Think about Professional Practice .....	7
Opening up to Changes in Your Classroom: Tips for Learning from Colleagues, Supervisors, and TA .....	7
Peer Coaching: Connecting, Communicating, and Collaborating with Professionals .....	7
<b>Developmentally Appropriate Practice.....</b>	<b>8</b>
Applying Developmentally Appropriate Practices for School Age Children .....	8
Balancing Developmentally Appropriate Practice and Academic Pressure .....	8
<b>Bullying Prevention .....</b>	<b>9</b>
Bullying Prevention Basics (K1.8, D1.8, C2; 3 hours face-to-face; 2 hours webinar).....	9
Developing an Anti-Bullying Policy .....	9





### Curriculum and Content Area Instruction

#### **Full STEAM Ahead: Creating Project-Based Lessons Integrating Science, Technology, Engineering, Arts, and Mathematics** (K2.14, K2.15 C2; 3 hours)

Participants will explore the basic tenets of STEAM education and standards for science learning and inquiry. Using planning models and templates, participants will design activities for integrating science, technology, engineering, arts, and mathematics in play based learning experiences that go beyond stereotypical STEAM lessons such as building bridges and marble racers.

*Applicable Age Groups: PreK – School Age*

**Making Sense of Number Sense: Teaching Early Numeracy** (K2.14, K2.15 C3, 2 hours) In this course, participants will look at the development of number sense infant through PreK. The session begins with an overview of the developmental sequence of skills in early numeracy as supported by NAEYC, National Council of Teachers of Mathematics (NCTM), and the PA Early Learning Standards. Using this information, participants then assess sample learning experiences based on the level of developmentally appropriate outcomes. Finally, participants will create appropriate learning activities for group instruction and center-based play.

*Applicable Age Groups: Toddler – School Age*

#### **Science and Inquiry: Building on Natural Inquiry** (K2.5 C2; 2.5 hours)

Participants will overview of inquiry-based teaching techniques including strategies for sensory exploration, nature observation, and science journaling. Recommendations for aligning to the Early Learning Standards for Scientific Thinking and Technology as well as using literature to promote inquiry will be included.

*Applicable Age Groups: Toddler – School Age*

*This session was presented at the 2016 National Science Teachers Association Annual Conference.*

#### **Block Play Across the Curriculum** (K1.8, K2.14 C3; 2 hours)

In this course, participants will overview the research relevant to the benefits of block play, including the stages of block play. Participants will then design activities for the block center that reinforce math, literacy, community, science, and art.

*Applicable Age Groups: Infant – School Age*

#### **Beyond ABC's: Creative Ways to Teach the Alphabet and Pre-Literacy Skills** (K2.5 C2; 2.5 hours)

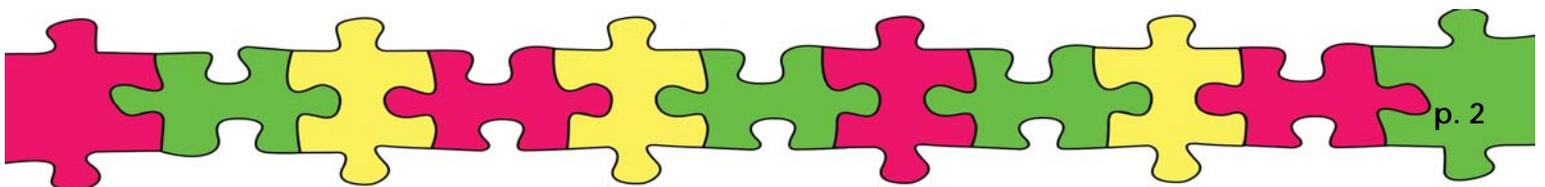
Participants will overview the major milestones in early literacy development from toddler through PreK. Strategies for teaching the alphabet, phonemic awareness, and pre-literacy will include whole group activities, center ideas, games, and music. Recommendations for choosing appropriate alphabet books will also be shared.

*Applicable Age Groups: Toddler – PreK*

#### **Using Non-Fiction Literature in Early Childhood** (K2.9 C3; 3 hours)

The major themes of non-fiction literature will be covered in this session: history, biography, science, and social interactions. Strategies for choosing high-quality, but appropriate non-fiction text will be discussed along with suggestions for thematic integration of non-fiction topics through art, gross motor, and fine motor projects.

*Applicable Age Groups: Infant – School Age*





## Curriculum and Content Area Instruction (cont.)

### **Developmentally Appropriate Expectations for Handwriting** (K2.9 C1; 2.5 hours)

In this session, participants examine the development of the hand as it applies to handwriting. Milestones for proper grip as well as writing skill will be discussed as well as methods for accurately assessing a child's handwriting capacity.

*Applicable Age Groups: Infant - PreK*

### **Blending Fine Arts and Fine Motor** (K2.15 C2; 2 hours)

This session will help participants develop units of artist study aligned to fine motor objectives. Fine motor milestones will be overviewed as well as the use of art media which complement the child's level of development. Major artworks and artistic movements will be adapted for young skill levels to reproduce motifs at a developmentally appropriate skill level.

*Applicable Age Groups: Toddler - PreK*

### **Meeting Every Standard in "Approaches to Learning Through Play"** (K1.9 C3; 2 hours) *New in 2016!*

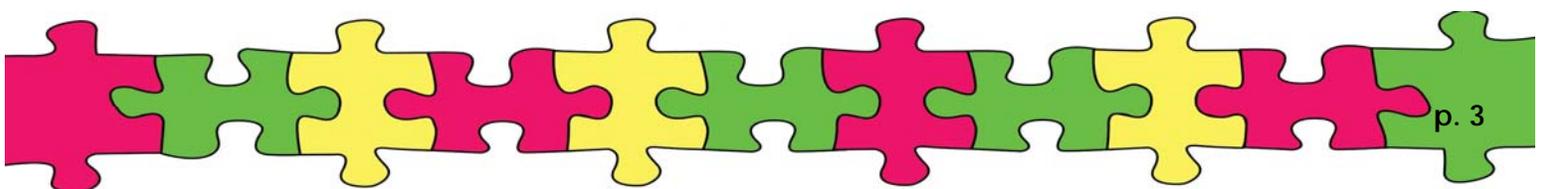
Mr. Rogers said it best that "play is the work of childhood." In this session, participants will overview the Pennsylvania Early Learning Standards Approaches to Learning Through Play and compare these standards to child development and best practices in instruction. Participants will self-evaluate their current practice and action plan ways to embed the development of curiosity, risk taking, problem solving, cooperation, and creativity into the classroom environment and culture.

*Applicable Age Groups: Infant - PreK*

### **Social Studies in Early Childhood: Exploring Families, Communities, and Around the World** (K2.9 C2, K2.12 C2; 2 hours) *New in 2016!*

In this session, participants will explore best practices in teaching children about the social structures of families, communities, country, and culture at a developmentally appropriate level. Basic map skills, geography study, history, and culture will be overviewed along with recommendations for introducing the scope of systems (neighborhood, community, state, regional, national, global). Strategies for avoiding stereotype and cultural misappropriation will be presented as well.

*Applicable Age Groups: PreK - School Age*





## Assessment

### **Milestone Tracking with Portfolios and Checkbrics** (K4.14 C3; 3 hours)

In this session, participants will be introduced to the idea of a checkbric (checklist + rubric) as a means for keeping portfolios organized and making sure that key skills and milestones are being met. Different examples of portfolios and checkbrics will be provided and participants will then be able to create their own outline for assessments. Techniques for sharing the assessments with families will be discussed as well.

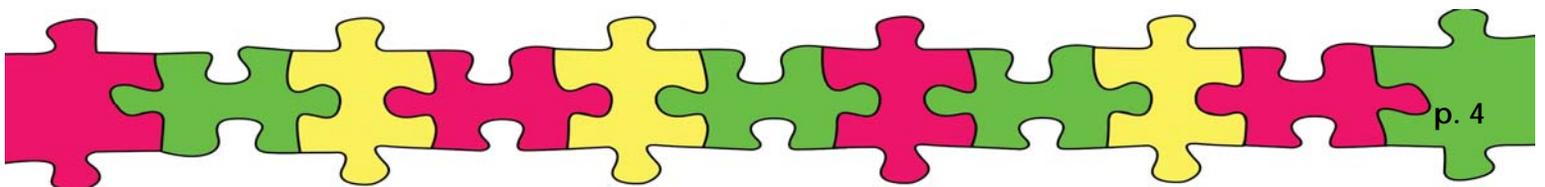
*Applicable Age Groups: Toddler – School Age*

*This session was presented at the 2015 Early Childhood Summit.*

### **Formative Assessment: An Introduction for Early Childhood Professionals** (K4.14 C3; webinar; 1 hour)

In this session, participants will be introduced to formative assessment in early childhood classrooms. Formative assessment will be defined and compared to summative assessment. Strategies for formative assessment such as observation, running records, pre-assessment, and reflection will be overviewed and discussed. Participants will list ideas for what skills can be assessed using which techniques.

*Applicable Age Groups: Toddler – School Age*





## Behavior Management and Classroom Culture

### **Creating a Pro-Social Classroom: STEPS for Early Childhood** (K1.8 C2; 3 hours)

This session will help participants identify the 5 STEPS for a Safe Classroom: See problem behaviors, Teach words to describe the behaviors, Emphasize positive norms, Practice pro-social skills, and Share what you know. Participants will learn the basics of each step and develop action plans for using their new knowledge.

*Applicable Age Groups: Toddler – School Age*

*This session was presented at the 2013 International Bullying Prevention Association National Conference.*

### **Positive Behavior Support Basics: Verbal Reinforcement to Encourage Behavior** (K5.4 C2; 2 hours face-to-face; 1 hour webinar)

This session provides an introduction to positive behavior support techniques. Participants will define positive, acceptable behaviors and develop lesson plans for teaching the behaviors to students. The remainder of the session will focus on providing reinforcing speech and practicing how to deliver incentives.

*Applicable Age Groups: Toddler – School Age*

### **Tackling Troublesome Transitions** (K2.1 C2; 2 hours)

Transitions are a necessary part of the day as children move from one activity or one area to the next. This session will overview appropriate transitions for different age groups and how to prepare for transitions and avoid meltdowns. Strategies for changing centers, switching activities, or moving from one room to another will be discussed and presented among participants.

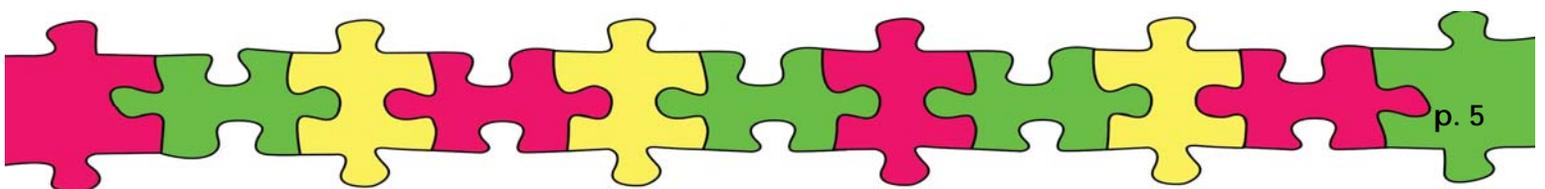
*Applicable Age Groups: Toddler – PreK*

### **Building Empathy with Books, Games, and Music** (K2.11 C2; 2 hours)

In this session, participants define key developmental milestones as children grow from egocentric to empathetic in the toddler and preschool years. Participants will explore books that help students explore perspective taking from multiple points of view. Participants will also interact in several games and songs designed to encourage emotional literacy as well as songs before completing a short series of activities designed to reinforce and apply these skills in their perspective classrooms.

*Applicable Age Groups: Toddler – School Age*

*This session was presented at the 2014 PAEYC Biannual Conference.*





## Communication and Professional Practice

### **Enhancing Parent Communication: Discussing Sensitive Issues** (K5.1 C2; 3 hours)

This session will help participants identify key areas of communication with parents. Participants will develop strategies for effective interaction and talking about difficult situations or problem behaviors while establishing positive partnerships with parents at the early childhood center.

*Applicable Age Groups: Infant – School Age*

*This session was presented at the 2014 Early Childhood Summit.*

### **Say This, Not That: Effective Communication to Promote Responsible Behaviors in Children** (K5.11; C3; 2 hours face-to-face, 1 hour webinar)

Participants in this session will examine how language can influence the development of responsibility and personal choices in young children. With examples from encouraging positive behavior to trying new foods, participants will evaluate how their language can either manipulate children through guilt and peer pressure or how language can encourage children to make responsible and conscious decisions that benefit themselves.

*Applicable Age Groups: Toddler – School Age*

### **Professional Communication Basics: Daily Interactions with Parents and Co-Workers** (K5.04, K6.03; C3; 2 hours) *New in 2016!*

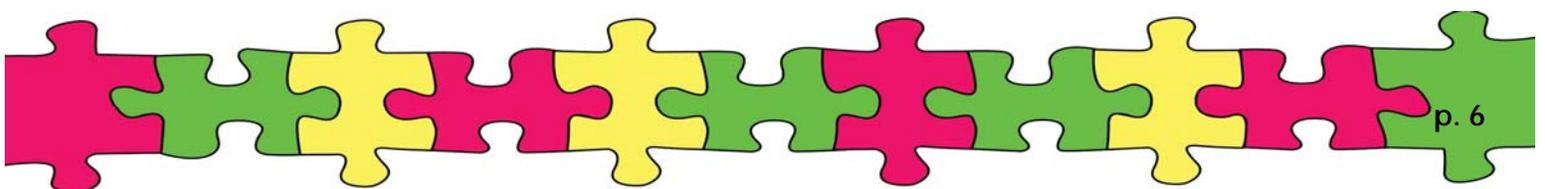
In this course, participants will assess best practices in professional communication with parents and colleagues by simulating the adult interactions experienced in a typical work shift. Strategies for communication with parents at pick-up and drop-off as well as written communication in newsletters and bulletin boards will be discussed and practiced. Participants will also determine when it is necessary to approach a director for assistance. Finally, participants will role play sharing information with colleagues efficiently during staff shift-changes.

*Applicable Age Groups: Infant – School Age*

### **Bulletin Boards, Calendars, and Activity Kits: Getting Creative to Promote Family Involvement** (K5.9 C1, K5.10 C1; K2.8 C1 webinar; 1 hour) *New in 2016!*

In this webinar, participants will overview best practices in family-school communication strategies. Participants will discuss and share ideas for being sure that families are reading information that is sent home or displayed by the center. Ways to enhance bulletin boards to display key information in a clear, organized fashion will be overviewed in addition to templates for creating and sharing classroom calendars. Other family engagement strategies such as activity kits and shared journals will be presented as well.

*Applicable Age Groups: All age groups*





## Communication and Professional Practice (cont.)

**Reflection: Making and Taking Time to Think about Professional Practice** (K6.2, K6.4, C3; online asynchronous study, 5 hours) *New in 2016!*

In this online course, develop and implement strategies to reflect upon your professional practice. Participants will sample various strategies for reflecting on their professional goals, lesson planning, classroom facilitation, and child development. Progress monitoring and self-accountability for reflection will be covered as well.

*Applicable Age Groups: All age groups*

**Opening up to Changes in Your Classroom: Tips for Learning from Colleagues, Supervisors, and TA** (K6.3 C1, K6.4 C1; webinar; 1 hour) *New in 2016!*

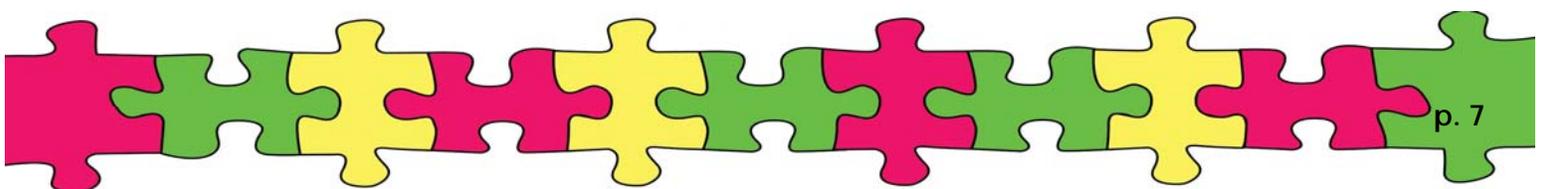
In this webinar, participants will embrace the role of teacher as learner as they explore strategies for enhancing their professional practice by working with other early childhood professionals. Participants will discuss how to professionally accept feedback from colleagues, supervisors, mentors, and/or TA professionals and use that information constructively in the classroom. Techniques for asking questions to better understand feedback and synthesize evaluation will be discussed. Finally, participants will define acceptable situations where a teacher and supervisor can “agree to disagree” without coming off as resistant or defensive.

*Applicable Age Groups: All age groups*

**Peer Coaching: Connecting, Communicating, and Collaborating with Professionals** (D6.12, D8.12 C3)

Coursework in this area is custom designed for the target group and can cover from 2-20 hours of professional study in face-to-face, online live, or online asynchronous study. Topics can include best practices and research in peer coaching, building rapport, listening skills, questioning skills strengths-based articulation, giving supportive feedback, setting professional goals, modeling pedagogical practice, and reflection.

*Target audience: Teacher leaders, supervisors, administrators, TA consultants, and STARS Mentors*





## Developmentally Appropriate Practice

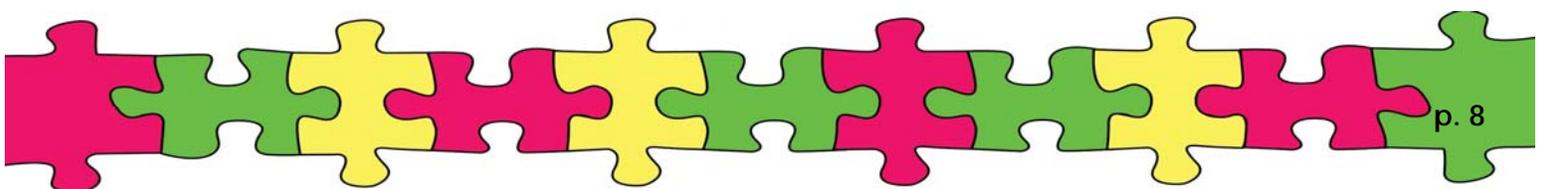
**Applying Developmentally Appropriate Practices for School Age Children** (K2.9 C3, 2.5 hours face-to-face; 1 hour webinar) This session takes a look at the book "Yardsticks: Children in the Classroom 4-14" and the developmental needs of students in school age programs. Considerations for physical, social, and cognitive differences in development will be discussed along with strategies for differentiating instruction and activities. Participants will create and share plans for specific activities as well as strategies for transitions and mixed age groupings.

*Applicable Age Groups: School Age*

**Balancing Developmentally Appropriate Practice and Academic Pressure** (K2.9 C1; 2 hours face-to-face; 1 hour webinar)

Participants will compare the pressures of academic initiatives and parental expectations to developmentally appropriate needs of students as they prepare for kindergarten.

*Applicable Age Groups: PreK*





## Bullying Prevention

### **Bullying Prevention Basics** (K1.8, D1.8, C2; 3 hours face-to-face; 2 hours webinar)

This course is an introduction to bullying prevention for childcare professionals. Participants will define the four types of aggression: physical, verbal, relational, and cyber. The three roles (aggressor, target, and bystander) will be defined in addition to the four levels of aggression (bummer, aggression, bullying, and violence). Through role play and discussion, participants will use multiple examples to practice identifying and distinguishing among the various aspects of bullying. The course will also discuss interventions that can be taught to children to prevent bullying and safely intervene in aggression when appropriate. Finally, strategies for teaching the difference between "I'm sorry" and "making it right" would be discussed.

*Appropriate age groups: Toddler - School Age*

### **Developing an Anti-Bullying Policy** (D2.13, D8.7, C2, 2.5 hours face-to-face; 1 hour webinar)

This session will focus on key elements of identifying aggression and bullying within your program and how to successfully intervene. An "Intervention Matrix" will be developed as a clear disciplinary code for dealing with all levels and forms of bullying. Additionally, participants will review Pennsylvania H.B. 1067 which regulates anti-bullying policies for school systems and being to develop a clear program-wide policy for bullying and harassment among students. It is strongly suggested that participants bring their school's current discipline or anti-bullying policy to the session for reference.

*Appropriate age groups: Toddler - School Age*

The "Intervention Matrix" tool from this session was presented at the 2013 National Conference on Bullying.

