

Foundational					Practice-Based	
 <p>Applied Child Development and Family Engagement</p>	 <p>Becoming a Teacher Leader</p>	 <p>Engaging Interactions and Environments</p>	 <p>Child Observation and Assessment</p>	<p>Resiliency and Wellness for Educators</p>	 <p>Positive Behavioral Support for Young Children</p>	 <p>Laying the Foundation for Reading: Supporting Language and Literacy Development in Preschool</p>
<p>This course explores child development during early childhood (ages 0–8, with an emphasis on ages 3–5) as it applies directly to teaching young children. It is based on the premise that successful early childhood educators know what children at each age are developmentally capable of doing physically, socially, emotionally, and cognitively. In addition, the course will focus on the key roles that family, classroom, and socio-cultural contexts play in supporting development.</p> <p>Online version available</p>	<p>Effective early childhood educators are culturally competent leaders who practice reflection and experience growth. In this course, participants will explore their identities as leaders and professionals in the field of early childhood education. The course will include a focus on the cultural competence necessary to build strong relationships with young children and families from a variety of cultural and linguistic backgrounds. It will explore the history of the field and contemporary issues and trends, including programs serving low income, high needs populations. Participants will learn what involvement in the field entails and develop the personal and relational knowledge, skills, and dispositions necessary to be active and transformative participants as teacher leaders.</p>	<p>Early childhood is a time of rapid growth and development; children’s early experiences have a profound effect on their later outcomes. Early childhood education has the potential to foster children’s skills and learning, and high quality programs can influence children’s long-term success. The benefit of high quality early education is even greater for children from economically disadvantaged backgrounds. The key components of a high quality early learning experience include environments that are: (1) well organized and rich with materials that support children’s learning, and (2) provide regular opportunities for children to engage in warm, responsive, and instructionally supportive interactions with caregivers.</p> <p>Online version available</p>	<p>This course is designed to increase participants’ knowledge of the importance of ongoing child observation and assessment to effective teaching and early learning. Participants will examine and practice systematically using a range of assessment strategies to inform their teaching and improve children’s learning. The course will also address approaches for engaging children’s families, working together with colleagues, and assessing children from diverse populations.</p>	<p>Teaching young children is one of the most rewarding professions, but it can also be one of the most stressful. Research suggests that individuals who develop and use resilience skills are more likely to be effective in their job roles, have strong relationships with others, stay physically and mentally healthy, and achieve more satisfaction in life. This course gives participants permission to take care of themselves and offers the skills and strategies necessary to be a resilient educator.</p> <p>Online version available</p>	<p>This course uses evidence-based strategies to promote social and emotional development and address challenging behaviors in preschool-age children. Through course readings, discussions, activities, and related experiences, participants will learn about a variety of research-based practices.</p> <p>Online version available</p>	<p>The language and pre-literacy skills children acquire before entering elementary school predict more than half of their reading performance in first grade. This means that the support young children receive for their language and literacy development within the preschool period can have a profound and long-term influence on their later reading success. This course seeks to increase participants’ knowledge about language and literacy developments from ages 2 to 6 and how they are critical precursors to formal reading skills. By taking a highly applied focus, the course examines the ways that language and literacy development intersect during early childhood to help build strong readers and explores the practices that appear to benefit all young children’s eventual reading success.</p> <p>Online version available</p>

Practice-Based							Capstone
 <p>Cognition and General Knowledge</p>	 <p>Executive Functioning and Approaches to Learning</p>	 <p>Learning with Digital Media</p>	 <p>Children's Health and Well-Being</p>	 <p>Highly Individualized Teaching and Learning</p>	 <p>Practice-Based Coaching</p>	 <p>Supporting Dual Language Learners</p>	 <p>Intentional Teaching</p>
<p>Early in childhood, children's cognitive skills develop substantially and provide an important foundation for later learning. Instructional practices that promote the development of these important skills and support children's understanding of the world around them are crucial. This course is designed to increase participants' knowledge of and ability to implement instructional strategies aimed at promoting (1) generalized mathematical skills (number and operations, geometry and measurement, and data) and (2) science knowledge (understanding of core ideas and science concepts in life, physical, and earth sciences) as well as key science skills or practices (such as observing and asking questions, planning and conducting investigations, collecting data and constructing explanations, and reporting and reflecting on findings).</p> <p>Online version available</p>	<p>How do children learn about themselves as learners? What drives children's learning in the first place? How do we support engaged learners in early childhood? How do children understand the world around them? How do these ways of understanding the world link children to other domains of learning such as math, science, and literacy? To their diverse experiences and communities? To their ideas about themselves and their roles as learners? This course will explore these related questions and pose many more. Its focus will be to bridge the gap between what children can know and how they approach this knowledge—their approaches to learning—using the central organizing ideas of self-concept, engagement, and self-expression.</p>	<p>Although infants and very young children do not learn from digital media, such as television and media, there is evidence that preschool-age children can. Young children can learn basic literacy and mathematics skills and develop an interest in science from engaging with digital media. Instructional practices can enhance learning in this way. Specifically, young children's learning is enhanced when adults co-view or co-engage with young children in ways that foster sustained attention to aspects of media that are intended to promote learning.</p>	<p>Children's physical health and well-being is a critical component of school readiness. Health influences brain development, moods, the ability to concentrate, and willingness to take risks. This course explores topics related to health and wellbeing and focuses on both classroom activities as well as partnerships with families to ensure that all children have the physiology they need to be ready to learn.</p>	<p>Young children vary widely in their skills, knowledge, backgrounds, and abilities. Teaching has to reach all children regardless of their abilities and disabilities. Effective instruction for all children requires specialized teaching and learning opportunities to access, participate, and thrive in the preschool classroom. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each child's skills to plan instruction; and they choose and use curricula and activities that engage all children, regardless of their strengths or needs. This course focuses on evidence-based, individualized instructional methods and strategies to facilitate the development of young children.</p>	<p>Practice-Based Coaching (PBC) is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The components of PBC are planning goals and action steps, engaging in focused observation, and reflecting on and sharing feedback about teaching practices. The cycle occurs within the context of a collaborative partnership between the teacher and coach. This course provides strategies and support to enact the PBC cycle. Course participants have the opportunity to enact the cycle with a classroom teacher.</p>	<p>This course focuses on the language, reading, writing, and communication development of children ages 0–5 years who are dual language learners (DLLs). It demonstrates connections between assessment and instruction that promote early language and literacy learning for children who are DLLs. Emphasis throughout the course is placed on fostering language and literacy learning by building on family and community connections.</p>	<p>For children in early care and education, interactions with teachers are an important influence on development of social-emotional and academic skills. Teachers must work to provide consistent, high quality interactions that support children's development and learning. This course shows teachers how to become intentional—purposefully planning and adapting a variety of supports for children.</p>