

Titles/topics of individual class sessions -- Directors

Session	Title	Topics	Assignments
	Orientation to course	Introduction to course expectations and procedures	
DAY 1 Session 1	From “mama” to “Mother, may I have a cookie”	How children acquire vocabulary, receptive and expressive vocabulary in first and second languages, relationship between oral and written language. Connections between language, cognitive development, and later achievement.	NCB pp.48-55 S&G 1.1, 2.4 Otto 7 (?)
Session 2	Talk, Talk, Talk!!!	Facilitating language development through adult-child talk, one-on-one & in small groups. Questioning strategies to support talk, cognitive development & language development. The importance of talk with second language learners and children with dialect differences.	
DAY 2 Session 3 Directors	Eyes and ears and wandering around	Observing your staff: objective observation and constructive feedback - the Clinical Instruction model. Helping your staff become reflective teachers. Learning what is going on in your program through “Management by Wandering Around”	
Session 4	Creating rich literacy environments	Creating a physical environment rich in literacy materials to engage children in literate activity. Appropriate materials, room arrangement	NCB pp. 38-47 S&G 1.2 Packet: Literacy Rich environments, Environmental print, A day of literacy learning
DAY 3 Session 5	Let’s read a story!	Choosing high quality culturally appropriate books for children, shared book reading strategies	NCB pp. 70-79 S&G 2.2 Packet: Campbell Read aloud, Beck and McKeown
Session 6	Engaging children with stories and books	Building on children’s sense of story, vocabulary development using picture books, Involving children with the story, strategies for large and small groups	
DAY 4 Session 7 Directors	There’s a difference between mentoring and supervision?!?!?!?	Discover the different purposes of mentoring and supervision. Learn how to support your staff as a mentor as they learn new teaching strategies.	
Session 8	Singing, rhyming, and reading	Strategies to support the development of concepts about print, metalinguistic awareness, phonological awareness through language play, nursery rhymes, poems, songs	NCB pp.1-20, 80-87 S&G 1.4, 2.1, 2.5 Packet: Yopp & Yopp

DAY 5 Session 9	It's more than the ABC song	Helping children develop an understanding of the alphabet and alphabetic principle through name writing and temporary spelling	NCB pp. 64-69,88-95 S&G 2.3,2.6, 2.7
Session 10 Directors	What does it feel like to work here?	Clear communication helps everyone. Creating collegial environments open to innovative teaching practices.	
DAY 6 Session 11	Literacy and play	Enriching the dramatic play environment with literacy artifacts; encouraging the use of literacy materials during play, facilitating talk around literacy artifacts in play settings	NCB pp. 56-63 Packet: Facilitating literacy through play
Session 12 Directors	Respecting staff diversity	What your staff is telling you, or not telling you. Interpreting staff behaviors through appropriate cultural lenses.	
DAY 7 Session 13	Keeping families in mind	Family diversity and interactions with schools: Race and ethnicity, SES and poverty, homelessness, parents with disabilities, parent who are struggling readers, limited or non-English speaking parents	S&G 1.3 Packet: Neuman, Edwards, Hannon
Session 14 Directors	Helping families help	Building family literacy programs for children and parents. Strategies early childhood programs can use to help families	
DAY 8 Session 15	Thinking about second language learners	Specific strategies for supporting the literacy of children with limited English proficiency and second language learners	S&G 2.8
Session 16	Literacy and children with disabilities	Supporting literacy when there are physical (vision, hearing, motor) disabilities, dealing with cognitive differences	
DAY 9 Session 17	How do you know what they know?	Procedures to assess concepts about print, writing, phonological awareness, alphabetic principle and letter knowledge in authentic situations, how to apply the procedures with LEP and diverse children	NCB pp.104-110 Packet
Session 18 Directors	Bridges to public schools	Building productive relationships between child care/Head Start and public schools to ensure children's successful transition to kindergarten	
DAY 10 Session 19	Bringing the community into the classroom	Providing literacy models from the community, supporting cultural ways to use language and literacy	S&G 1.3
Session 20	Putting it all together	Comprehensive and integrated literacy programs.	