

Promoting School Readiness A Series of Early Care and Education Classes



Sponsored by the Center for Excellence in Child Development, UC Davis
Funded by First Five Sacramento Commission

The topic of school readiness is on the minds of parents, teachers, caregivers and policy makers. Join us for this series of academic classes as we highlight best practices in school readiness. Topics include:

- **Exploring Language and Literacy**
Saturday, February 5, 2005
9:00am-2:30pm
- **Child Observation**
Saturday, March 5, 2005
9:00am-2:30pm
- **Classroom Management:
Supporting Social/Emotional
Development**
Saturday, April 2, 2005
9:00am-2:30pm
- **Supporting Young Bilinguals**
Saturday, May 7, 2005
9:00am-2:30pm
- **Math and Science for
Young Children**
Saturday, June 4, 2005
9:00am-2:30pm

See course descriptions on the reverse side of this flyer.

To register for these workshops or for more information call Concha Hernandez at (530) 757-8643.

Workshop location

Sutter Square Galleria
2901 K Street
Sacramento, CA 95816

If you need directions, please ask Concha Hernandez when you call to register.

The "School Readiness" series is designed for *family child care providers* (both licensed and license-exempt) and *center-based teachers*.

Participants may choose to take the series for academic credit or continuing education units. To receive academic credit, reading and writing assignments will be given at each class. Participants earn .1 unit for each hour of class.

About the Center for Excellence in Child Development

UC Davis' Center for Excellence in Child Development engages in learning partnerships to improve the lives of young children. The project develops learning partnerships, translating research into developmentally appropriate practice. Training and technical assistance are available for all levels of organizations.



Promoting School Readiness

A Series of Early Care and Education Classes

Exploring Language and Literacy (.5 unit)

Using a child-centered approach, this course focuses on the development of language and literacy skills needed for kindergarten. Participants will gain increased understanding and competence in methods for supporting emerging language and literacy capabilities, as well as guidelines concerning the creation of a print-rich environment. Topics include:

- facilitating vocabulary development
- promoting phonological awareness
- choosing developmentally appropriate reading and writing activities
- supporting home literacy

Child Observation (.5 unit)

This course addresses the continuum of formal and informal observation. Participants will learn to critically analyze assessment tools, as well as the appropriate use of documentation and portfolios. Issues of bias will be addressed in relation to the role of the observer. Observation will be considered as part of a responsive process as well as a quality improvement tool. Topics include:

- observation techniques
- developmentally appropriate standards and observation: how do they fit?
- making good use of observation results
- culturally and linguistically appropriate assessments

Classroom Management/Social-Emotional Development (.5 unit)

Participants will explore developmental theory in relation to both individual and group care. They will be encouraged to consider the origins of children's behavior; including how biological factors, early childhood settings, family dynamics and the greater community influence child development. Participants will learn to incorporate methods of guidance and discipline that facilitate pro-social behavior, problem-solving, self-regulation, positive self-concept and self-esteem. Topics include:

- challenging behavior: prevention and intervention
- Bronfenbrenner's ecological model
- working with parents
- promoting conflict resolution
- NAEYC standards

Supporting Young Bilinguals (.5 unit)

This course outlines the stages of development children experience when learning a second language. Research on language acquisition will be presented in relation to guiding principles for English language learners. In addition, participants will learn to adapt existing activities and strategies for young bilinguals within a developmental and cultural context.

Topics include:

- simultaneous and sequential acquisition of language
- the challenges of formal and informal assessment
- choosing appropriate books, music and other literacy materials
- language as the foundation of family relationships
- extending language: literacy scaffolding and gesturing

Math and Science for Young Children (.5 unit)

This course encourages participants to examine ways to provide a rich math and science environment for children. Participants will learn to build on every day interests and abilities, introduce a systematic, coherent sequence of learning, and foster both formal and informal math skills. Topics include:

- cognition and learning
- building numeracy and broader math skills
- elements of an effective science program
- the role of the teacher in fostering scientific inquiry
- supporting parents as teachers of math and science