ECED Graduate students will be headed to Reggio Emilia, Italy in Spring 2020

Overview

This study group is designed specifically for small groups of graduate students and accompanying professors whose work with students at U.S. colleges and universities is influenced by the Reggio Emilia approach to education. It fits well with short term faculty led study abroad programs, offering students practical international experience to support their corresponding academic course-work.

Tentative Dates: March 20-27th, 2020

Faculty Director: Dr. Janese Daniels, Department of Early Childhood Education

Course: ECED 794 — grad only

If you are interested in embarking on this incredible journey, please email Jason Carberry, ECED Graduate Assistant, at ecedgrad@towson.edu. The application deadline is Tuesday, October 15, 2019. This trip is open to all TU students. Feel free to share this opportunity with your friends, family, and colleagues.
Welcome to the 2019-2020 School Year!

Welcome Back:

As the 2019-2020 academic year opens, most of us like to take a moment in which to reflect upon our plans for the year. Taking a moment to do so can often help us to better appreciate the many ways in which we help and support young children as well as ways in which we might better accomplish these goals in the future. As faculty members, we are always in awe of those of you who are working full-time with young children while also pursuing your MEd, whether it be at the TU campus, at our USG or SMHEC centers, or as a member of a cohort hosted by your school district. We are very proud of you all, and hope that you take a moment to be proud of yourselves and all that you accomplish on a daily basis. Our schools, and our children’s futures, are a better place because of you.

This issue of our newsletter contains information about the courses that will be offered during the Minimester and Spring semesters, for our on-campus program, for those offered at the USG and SMHEC centers, and for our closed cohorts. Please take a moment to look at the many terrific courses we have offered and determine if any are for you. You will notice that certain classes require departmental permission—this is our way of ensuring that our ECED students have an opportunity to enroll before we open these classes up to the general graduate student population. If you are interested in one of these classes, and you have not already done so, please send an E-mail indicating this to ecedgrad@towson.edu, and we will reserve a place for you. Shortly thereafter, you will receive an E-mail from our department secretary, Mrs. Uhl, that will inform you how to register for the class.

For those of you who intend to graduate at the conclusion of the fall semester, you should have filled out the online form required by the Graduation office by August 15th. If you missed this deadline, do not worry, you will just need to contact them directly by telephone (information about this is included on page 3 of this newsletter). Also, for those of you completing your MEd this semester, please be aware that information about the portfolio interviews will be coming to you shortly.

Thank you again for all of your hard work, both in your classrooms and in our program. You continue to inspire and motivate us to provide you the best MEd program possible, and are thankful that you represent the TU ideals so well. Finally, a note of congratulations to Dr. Mary Slade, who has joined us as a professor effective for the 2019-2020 academic year. This is a marvelous addition to our department and we are proud of her record of continued success as a scholar and teacher.

Dr. Schroth

2019 NAEYC Annual Conference!!

When? ... November 20—23, 2019

Where? ... Nashville, Tennessee

http://www.naeyc.org/conference/
# What’s new with the ECED Grad Students?

<table>
<thead>
<tr>
<th>SUMMER 2019</th>
<th>SPRING 2019</th>
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<td>Britney Brothers</td>
<td>Alexandra Bafford</td>
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<td>Kelly Buchanan</td>
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<td>Suzanne Coyle</td>
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<td>Kaitlynn Scott</td>
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<td>Jacquelyn Summers</td>
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<td>Allison Wenzel</td>
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**CONGRATS TO ALL THE RECENT M.ED. GRADUATES!**

We wish you luck in all of your future endeavors!

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- Niki Newcomb
- Samantha Rodriguez
- Kristin Stumpf
- Jacquelyn Summers
- Allison Wenzel
Important Upcoming Dates!

Monday, October 7 — Registration opens for Minimester (all students)
Tuesday, October 15 — Reggio Emilia, Italy Study abroad app. due
Friday, October 18 — Internship Applications due at 4PM
November 20-23 — NAEYC Conference in Nashville!
November 27 — December 1 — Thanksgiving Break
Monday, December 9 — Last day of Classes
Wednesday, December 11 — Final Exams begin
Tuesday, December 17 — Last day of Exams & End of Semester

Important Spring Graduation Notice!

Wednesday, January 15, 2020 is the Spring Graduation Application deadline to apply online. Thereafter, please call the Graduation Office 410-704-2095.

REQUESTING PERMISSION FOR ENROLLMENT

There are certain courses in our program that require special permission for enrollment, such as ECED 610, ECED 773, and a few others. This is to assist students in making sure they are registering for the right courses at the right time! A few weeks before registration for a semester begins, the newsletter or an email will be sent to students, listing the courses that require permission and deadlines for each semester. In return, students send their TU ID# (to review their transcripts) and which course(s) they wish to register for. It is imperative to be cognizant and adhere to each deadline; otherwise, the process become complex and time consuming. Once transcripts are re-viewed after the deadline, a notification is sent to state whether permission has been granted or denied.

Please know that requests are not guaranteed for approval!
### Winter Minimester Schedule 2020

<table>
<thead>
<tr>
<th>Course Number, Section</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days/Time</th>
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<tbody>
<tr>
<td>ECED 610</td>
<td>Learning Environments: Curriculum &amp; Technology</td>
<td>Sara Hooks</td>
<td>ONLINE</td>
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<tr>
<td>ECED 608</td>
<td>Integrated Curriculum and Authentic Learning in Early Childhood Education</td>
<td>M. Lisa Mason</td>
<td>Tuesday, Wednesday, and Thursday 5:00 PM—9:10PM</td>
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<tr>
<td>ECED 615</td>
<td>Administration &amp; Supervision of Early Childhood Programs</td>
<td>S. Schroth</td>
<td>Tuesday, Wednesday, and Thursday 5:00 PM—9:10 PM</td>
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</tbody>
</table>

Want to dash right to graduation day? **Take a Minimester course with no hesitation!**
Explanation of the ECED Graduate Degree Options

**The Masters of Education (M.Ed.)** prepares educators for the future: either by helping them grow in competence in their current career, or by providing a step forward in the field of early childhood education. The 33-unit program consists of seven required courses and four electives supporting a designated area of focus. The M.Ed. in Early Childhood Education is aligned with NAEYC Standards for Early Childhood Professional Preparation in Advanced Programs. The M.Ed. in Early Childhood Education is *not designed to lead to initial teacher certification in Early Childhood Education*.

**The Masters of Arts in Teaching (MAT)** offers professionals, who have earned a Bachelor’s degree in a field other than education (like accounting, law, or history) or connected to education (such as social work), are not certified, and have little to no experience with young children, the opportunity to earn their Master of Arts in Teaching in order to teach in the public school system. The coursework and experiences within this program provide a direct foundation of knowledge and capability for those without prior education training. The MAT program courses are organized around four themes: Foundations, Curriculum, Clinical I, and Clinical II. There is a specific sequence for the courses, depending on the timeframe for completion of the program (students have the choice of choosing either the One-Year or Extended-Year Option).

**The Gifted and Creative Education (GACE)** program teaches you to identify, serve and work with gifted and creative learners from all backgrounds. You’ll gain knowledge and skills in areas such as developmentally appropriate instruction for advanced learners, family/community outreach, and instructional models/strategies for developing the talents, creativity and problem solving skills of children. Graduates from this program will be prepared for a variety of positions as teacher-leaders, public and private school teachers, program directors, educational and curriculum specialists for school districts and gifted education programs, and policy specialists in public and private agencies. (*All GACE courses are offered online.*)
“A child’s mental health is just as important as their physical health and deserves the same quality of support. No one would feel embarrassed about seeking help for a child if they broke their arm — and we really should be equally ready to support a child coping with emotional difficulties.”

-Kate Middelton

As youth struggle with mental health issues at increasing rates, their teachers are struggling to help them. One recent study found that, while 93 percent of teachers are concerned about student mental health needs, 85 percent expressed the need for further mental health training. Schools must ensure that teachers are prepared to identify and support students by building their capacity to effectively address student mental health.

Mental health is a topic not commonly covered in current teacher trainings. These trainings tend to address classroom management skills and a variety of teacher competencies, with little or no focus on student mental health. However, some schools are incorporating effective teacher training on student mental health within in-service trainings. Mental Health First Aid (MHFA), one of the most commonly used training programs of this kind, has a growing evidence base demonstrating increases in teachers’ knowledge and ability to address student mental health needs. Additionally, teachers report a more positive sense of their personal mental health after participating in an MHFA training.

Despite some schools’ progress in integrating mental health training into their in-service trainings, schools are still challenged when it comes to increasing teachers’ ability to identify and address student mental health needs. Teachers and school leaders feel that public schools lack time, funding, and other resources to effectively address these needs. Even the more commonly used teacher training programs like MHFA, originally designed to be a 14-hour training program, are often truncated due to a shortage of time and resources. One evaluation of a shortened MHFA training in Australia found that, while teachers’ general knowledge and confidence increased as a result of the training, it had not affected their behavior toward students. As the depth of the content that teachers receive in their in-service trainings varies across school districts nationally, a more consistent, disciplined approach would be beneficial.

Schools should consider modifying the content included in their current trainings. First, preservice training programs should include mental health training. Research suggests that many of these programs lack a mental health component to prepare teachers for the issues they will encounter in the classroom. Second, as schools begin to incorporate mental health training into in-service trainings, they should consider more effective ways of building teachers’ capacity. Third, schools implementing teacher-delivered mental health interventions might consider incorporating more interactive structures, like coaching. Teacher coaching has been shown to strengthen teachers’ instructional practices, and emerging research suggests that coaching around mental health needs has promising impacts in the classroom.

As the number of youth struggling with mental health issues increases, it is crucial that teachers—the adults with whom students spend most of their day—are able to utilize methods like these to effectively identify and/or address the mental health needs of their students.

https://www.childtrends.org/school-mental-health-training-for-teachers-leaves-room-for-improvement