KENTUCKY CENTER FOR MATHEMATICS

EEMC (Erikson Early Mathematics Collaborative)

2013-2014 Prospective Preschool Professional Development Offering

Research shows "early math skills have the greatest predictive power [of later achievement] followed by reading and then attention skills."[1] High-quality early mathematics instruction is absolutely critical to Kentucky's future. As such, the KCM (Kentucky Center for Mathematics) has successfully partnered with the Erikson Institute, the nation's premier graduate school in child development in Chicago to provide high quality professional development for Kentucky preschool teachers.

In response to the high-demand for additional offerings of the EEMC (Erikson Early Mathematics Collaborative), the KCM is recruiting participants for six new cohorts for the 2013-2014 school year. The EEMC Plus course will meet for eight half-day (3 hour) sessions between August and May.

Participant Take-Aways

- An ability to spark children's mathematical learning through developmentally appropriate exploration, discussion and activity
- A firm grasp of foundational mathematics and early childhood development
- High-impact, evidence-based strategies for teaching early mathematics
- Children's literature to support the teaching and learning of early mathematics

Total Cost: $360/teacher

Participants: Preschool teachers (Administrators and independent consultants are not eligible to register.)

Locations, dates, and times will be determined by participant response.

Administrators and educators interested in participating in the 2013-2014 EEMC experience should submit the signed commitment form to KCM Assistant Director Meredith Brewer (brewerm8@nku.edu) or fax (859)572-7677 **by May 17, 2013**.

[1] Duncan, G. and Dowsett, C., et. al. (2007). School Readiness and Later Achievement. Developmental Psychology, The American Psychological Association, 43(6), 1428-1446. Retrieved from http://www.apa.org/pubs/journals/releases/dev-4361428.pdf

Praise for the EEMC

"I feel I am becoming a better teacher by incorporating math on purpose."

"It helped me to remember to push children to the next level in their learning process."

"[The course] made me more aware of opportunities to point out things in everyday routines to extend learning."

"I completely enjoyed all the sessions and look forward to more! I will use all the activities to enrich my students' learning."

"The activities were simple but profound in the amount of learning that can take place. The continuum loop of math learning was fascinating."

"It has really made me think about the opportunities I am not giving the students."

"I learned that I am not going in depth enough with my lessons and some new ways to challenge my children."

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