

# Opening & Reflection

Nevada Early Childhood Leadership Series

Session 2

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## Session Objectives

- Preview the scope of work for the day.
- Reflect on the impact that your Vision is having in your schools or centers.
- Share successes and challenges of building staff investment around the Vision for your school or center.

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# Agenda

## Icebreaker

Session 2 Training Agenda

Reflections from Implementing Vision

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# - ICE BREAKER -

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# Agenda

Icebreaker

## Session 2 Training Agenda

Reflections from Implementing Vision of Excellence

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## Session 2 Workshop Overview—*Effective Observations and Building Oral Language*

TIME	SESSION TITLE
9:00-9:30	Opening and Reflection
9:30-10:30	Planning to Prioritize Classroom Observations
10:30-12:45 (includes 10 min. break)	Developing Teachers by Collecting and Analyzing Observation Data
12:45-1:45	Lunch
1:45-3:40 (includes 10 minute break)	Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk
3:40-4:00	Closing and Next Steps

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# Agenda

Icebreaker

Session 2 Training Agenda

**Reflections from Implementing Vision of  
Excellence**



## Table Reflection and Discussion

- How did you share your vision of excellence with teachers? (What setting? What format? What activities or strategies did you use?)
- What went well? What was challenging? How did you address the challenges?
- Group brainstorm ways to address outstanding challenges moving forward.



**Reflect on how you spend your time each week.**

Create a pie chart breaking down how you spend your time during an average week.

# **Time Management: Prioritizing Teacher Observations & Feedback**

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## Session Objectives

- Articulate the importance of prioritizing classroom observations as a key lever for improving teacher and student growth
- Describe high-impact strategies for time management
- Plan major elements of your weekly schedule using the Leader's Action Planning template

## Leader Development Goals

Based on your self-assessments, it is clear that you as leaders recognize the need for increased confidence in conducting observations with strong, aligned feedback.

**Focus Area:** Prioritize the development of teachers through effective observation, clear feedback, and coaching

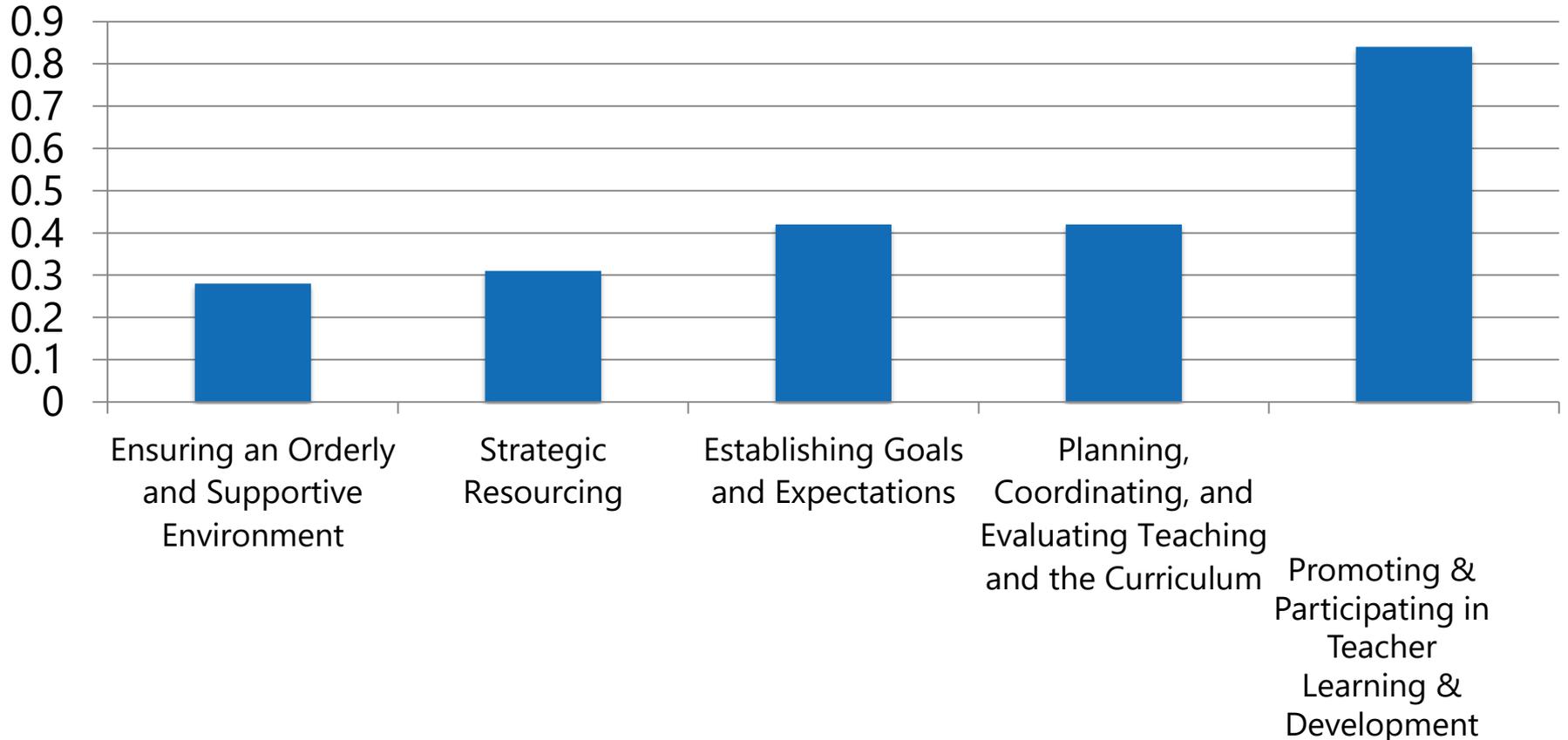
**Goal:** Increase **the quantity of observations** teachers receive and the **quality of the feedback** they receive.

✓ **Measure 1:** On an end of year survey, teachers report an **increase in the number of observations** they receive, with an **average of 3 observations per teacher** for most teachers by end of Session 6.

✓ **Measure 2:** On end of year survey, more teachers report that the **feedback they receive from their leader is high quality.**

# The Leadership Effect on Student Outcomes

## Effect on Student Outcomes



Source: Robinson, V. M. J., Lloyd, C.A., & Rowe, K. J. *The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types*. 2008.

### KEY IDEA

Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice. By receiving frequent observations and feedback, a teacher can develop as much in one year as most teachers do in twenty.

## Why Is Time Management a Challenge?



Leading a center/school requires time. Some of the obstacles leaders have shared that prevent them from conducting observations include:

- Parent-requested meetings
- Addressing student behavior
- Issues with staff
- Kitchen/meal issues
- Bathroom accidents
- Paperwork
- Bus/transportation issues
- Other?



- 1 Determine your priorities
- 2 Plan your calendar
- 3 Defend your time

## Step I: Prioritize



Using your vision as a guide, develop a list of everything you need or want to accomplish in an average week, then identify your top 2-3 priorities.

- Observations
- Feedback
- Professional Development
- Parent/Student Interactions
- Meetings
- Scheduled Administrative Duties

These priorities should determine where and how you are spending your time.

1. Shorter visits
2. Observation blocks
3. Locked in feedback/coaching meetings
4. Smart scheduling
5. Finish your notes and ratings while in the classroom (or immediately after!)
6. Delegate, when possible

## Making Weekly Observations Work: The Math



- 15 teachers a week
- One classroom observation per week: 15 minutes
- Total minutes of observation per week:  $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- One feedback meeting: 15 minutes
- Total minutes of feedback meetings:  $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- One prep session for each feedback meeting: 15 minutes
- Total minutes of prep sessions:  $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- **Total hours devoted to teacher observation and feedback: 12 hours**
- **Percentage of leader's time: 27% (if working a 45-hour week—the percentage is even smaller if you tend to work 50+ -hour weeks.)**



### Respond to the following questions:

- What percentage of your teachers currently get feedback more than twice a month?
- What percentage of your time is currently devoted to developing your teachers' instructional expertise?

## Post It Note Activity: Building Weekly Schedules

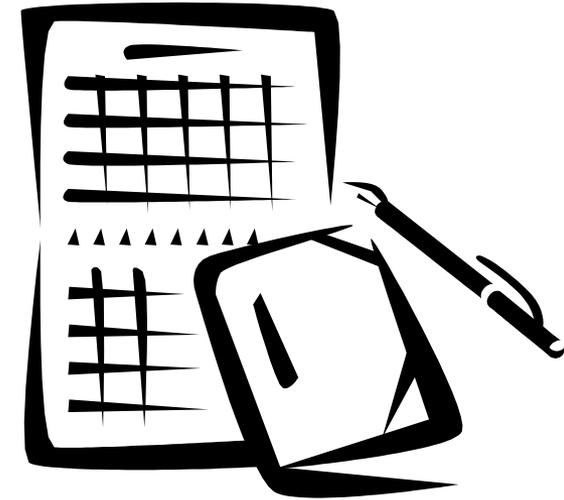
1. Time with Parents and/or Students

2. Observation and Feedback Sessions

3. Meetings

4. Operations (non-instruction/office)

5. Personal Work Time



Even with the best-planned calendar, it is rare that it is executed faithfully. For everyone, in any given week, unexpected tasks arise. For many, using the calendar at all requires some changes in habits. To overcome these real-life difficulties, school leaders use a variety of strategies, such as these:

*"Things come up."* – Every day brings many interruptions and competing priorities, which can throw off your calendar. To reduce these interruptions, make it clear to other staff when it is your "sacred time" for classroom observation or feedback conferences. Make clear who your "deputy" is for pressing issues during these times. Also, don't be afraid to have some "closed door" time in your normally "open door" schedule.

*"The plan is wrong."* – It will take a while to be able to estimate the time requirements of observing all of your teachers. To improve over time, track your actual time spent vs. your original plan, and adjust accordingly for the next week.

*"The plan isn't used."* – Many folks are not accustomed to using a calendar for their time. Some leaders use shared calendars not only to coordinate with other administrators, but also to be held voluntarily accountable for "sticking to the plan." Many leaders from Cohort 1 chose to post their large calendar in a place that was visible to teachers and families.



What is your biggest takeaway about managing your time to prioritize observations and feedback?

What are the biggest improvements you need to make to your schedule and/or time management to spend more time on teacher development?

What challenges are you still concerned about?



**Respond to the following question:**

- When you are observing in a teacher's classroom, what do you look for to help you determine their performance?

# **Developing Teachers by Collecting and Analyzing Observation Data**

Nevada Early Childhood Leadership Series

Session 2

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## Session Objectives

- Use a birth-five observation rubric to effectively observe and develop teachers
- Take high-quality, low-inference observation notes that capture teacher practice and evidence of student outcomes
- Provide accurate ratings on teacher performance

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# Agenda

## Opening

Tools for Data-Driven Observations

Effective and Efficient Classroom Observations

Next Steps and Closing



**Respond to the following question:**

- When you are observing in a teacher's classroom, what do you look for to help you determine their performance?

### KEY IDEA

We know that **leadership matters**. Research points to the pivotal role of strong instructional leadership in improving teaching and student achievement. The ability to identify, nurture, and develop teaching talent sits squarely with center and school leaders. **To have an effective teacher in every early childhood classroom, we need a transformational leader in every early childhood center and school.**

We also know that **teachers matter**:

Research shows that students with even one top teacher...

are less likely to have children as teenagers...

are more likely to attend college...

earn a higher salary...

and save more for retirement.

**Developing a strong teaching staff begins with effective and frequent classroom observations and identifying targeted areas for teacher development.**

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# Agenda

Opening

## **Tools for Data-Driven Observations**

Effective and Efficient Classroom Observations

Next Steps and Closing

## Why Use Rubrics?

### Key Idea

When observing classrooms, you want to absorb as much as possible about what is happening so that you leave with an accurate understanding of teacher and student performance. A rubric helps to provide that clear and accurate picture.

- They provide both teachers and leaders **clear guidelines for what to do** and what to look for in classrooms
- All school/center staff have a **common language** to use to talk about classroom success
- Rubrics provide a clear structure for teachers to understand **where they are performing** and what they should do to **grow and improve**
- Helps leaders **identify trends** (both strengths and growth areas) across classrooms and throughout the school or center
- The rubric we will use allows teachers and leaders to **focus on instruction and student learning**, as opposed to compliance

# The Rubric and Its Structure

Rubric Handout

Competency

Essential Question

## BUILDING ORAL LANGUAGE SKILLS

Does the activity help students to build

oral language skills and/or vocabulary?

Rating Scale

Indicator	1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT
The teacher models complex language (a variety of words; unknown words connected to familiar words or ideas; academic vocabulary) for students, in a wide variety of activities and settings (physical development activities, changing table, centers, reading texts, transitions, etc.)	The teacher does not model complex language	The teacher inconsistently models complex language	The teacher consistently models complex language but only in some activities	The teacher consistently models complex language in most activities
Students determine or clarify the meaning of unknown and multiple-meaning words.  (Students use context clues, illustrations, word walls and other strategies to define new words.)	Students were exposed to no unknown words or multiple meaning words or almost no unknown or multiple meaning words	Students were exposed to very few unknown or multiple-meaning words but the teacher provided the meaning.	Students had several opportunities to determine or clarify the meaning of unknown and multiple-meaning words and phrases with appropriate support from the teacher	Students had many opportunities to determine or clarify the meaning of unknown and multiple-meaning words and phrases with appropriate support from the teacher
The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.	The teacher never or almost never utilizes self and parallel talk.	The teacher inconsistently utilizes self and parallel talk.	The teacher consistently utilizes self and parallel talk models but only in some settings	The teacher consistently utilizes self and parallel talk in multiple settings.

- (Teacher throughout actions; t actions)
- **What do you notice about the rubric?**
  - **What is included? What is not?**
  - **What is helpful about this rubric? Where might it be challenging to use?**

### How to Rate Overall Performance

1. Decide on your rating for each **indicator**.
2. Consider the ratings for all the indicators under a particular **competency** (i.e.. Building Oral Language Skills).
3. Using your evidence and indicator ratings, assign an **overall rating** to that competency: Ineffective, Approaching Developing, Developing, Proficient.
4. Write **2-3 evidence statements** that support your overall rating.
5. **Repeat** for each relevant competency.

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# Agenda

Opening

Tools for Data-Driven Observations

**Effective and Efficient Classroom Observations**

Identifying Key Levers for Teacher Development

Next Steps and Closing

## Key Idea

When observing classrooms, you want to absorb as much as possible about what is happening so that you leave with an accurate understanding of teacher and student performance.

### Criteria for Effective Note-Taking

Know the rubric

Find a good vantage point(s)

Use shorthand

Notice teacher and student actions

Write low-inference notes

 **Low-Inference Note-Taking:** Describe what is taking place without drawing conclusions or making judgments about what you observe.

 **Your notes should:**

- Be objective and focus specifically on what is happening. Stay away from notes that say “I think” or “I feel”.
- Notes capture specific evidence. For example, instead of “many students raised their hands” say “17 of 20 students raised their hands.”
- Contain actual teacher and student quotes. For example, instead of “teacher asked open-ended questions”, write the actual questions that teachers used.
- Be void of emotion or judgment. For example, saying something like “the environment is beautiful” implies judgment, and something like “teacher effectively engaged students” is subjective.

## Sample Observation Notes

### Original Notes:

TIME	TEACHER ACTIONS	STUDENT ACTIONS
1:23	<i>Teacher engages in a management procedure to ensure maximum engagement.</i>	<i>Students are responsive – excellent work!</i>
1:30	<i>Your providing students with definitions was a great example of building complex language.</i>	<i>Students listened to definitions and did a great job acting out words.</i>

### Revised Notes:

TIME	TEACHER ACTIONS	STUDENT ACTIONS
1:23	T claps out a rhythm to get S's attn.	12/14 Ss clap same rhythm, stop talking in groups, and turn to track T.
1:30	T: Now let's act out the word "joyful", or when you're really, really happy. Show me a joyful face!	Ss all show faces with big smiles. 2 Ss bounce up and down and giggle.

### **Sample Notes:**

*1:00 Students on carpet during calendar mini-lesson. Lots of students walking around the classroom while the teacher tried to get their attention.*

*1:01 Teacher asked questions about the calendar. Many students were not listening while the teacher reviewed the days of the week.*

*1:02 Steven called out over and over again when you asked the question about the days of the week. Lesson is falling apart and unsuccessful.*

### **Improved Sample Notes:**

1:00 Ss on carpet during mini-lesson. 3/15 Ss walking around the classroom while the T says "sit on the carpet in 3-2-1". Ss all join group by "1".

1:01 T asks "How many days are in the week?" 5-6 Ss talking over T. T calls on S (Terrance) who says "7". T asks Ss to stand for Days of the Week song, 16/27 Ss comply.

1:02 T asks "What comes after Sat.?" Steven called out "Mon.!". Most Ss laughed. 2 boys roll on carpet and knock into 2 girls.

## Check Your Understanding



Consider what we have just gone over about criteria for effective note-taking during observations and the characteristics of low-inference notes.

- What are the five criteria for effective note-taking during classroom observations?
- What characteristics make your notes “low-inference”? Why is it important for your notes to be low-inference?

## Criteria for Effective Note-Taking

Know the rubric

Find a good vantage point(s)

Use shorthand

Notice teacher and student actions

Write low-inference notes

**As we watch [this video](#) of a Pre-Kindergarten classroom, use what you have learned about effective note-taking to collect data on this classroom.**

-  Take the next five minutes to score this teacher on the first competency on the rubric. Make sure to think concretely about the evidence you collected during the video. Don't be afraid to be critical!
-  Write 2-3 evidence statements that support your rating for the Building Oral Language Skills competency.
-  Be prepared to share your ratings and your rationale.

### How to Rate Overall Performance

1. Decide on your rating for each **indicator**.
2. Consider the ratings for all the indicators under a particular **competency** (i.e.. Building Oral Language Skills).
3. Using your evidence and indicator ratings, assign an **overall rating** to that competency: Ineffective, Approaching Developing, Developing, Proficient.
4. Write **2-3 evidence statements** that support your overall rating
5. **Repeat** for each relevant competency.

## BUILDING ORAL LANGUAGE SKILLS

## RATING: 2-APPROACHING DEVELOPMENT

### Evidence Summary

- There were significant missed opportunities to use complex language with students, especially when engaging in the construction center with “The Lorax” and the forest setting. While there were some examples of complex language (purchase, cashier, twig, trail), it was not strategically included in the learning and few students used any complex language.
- There were no examples of self- and parallel-talk, especially in an effort to promote complex vocabulary and reinforce or define any advanced vocabulary for students.
- There were a few examples of semi-sustained student-adult conversations that were driven by student interest and their work, however the teacher was driving the conversation and doing the vast majority of the talking. The teacher’s attention and focus was driven completely by the students’ play.
- Centers include related texts, the store center included writing opportunities, and there was good conversation happening in centers between students and the teacher. This teacher shows a good example of how texts can be used when embedded in a center.
- The teacher asked a mix of open- and closed-ended questions, though there were more closed-ended questions overall. Examples of her open-ended questions include: “Why did you build trees?”, “What’s going to happen when you break it?”, and “What else might you see in the forest?” Only a few students were able to respond to the questions thoughtfully.

## Criteria for Effective Note-Taking

Know the rubric

Find a good vantage point(s)

Use shorthand

Notice teacher and student actions

Write low-inference notes

As we watch [this video](#) of a toddler classroom, use what you have learned about effective note-taking to collect data on this classroom.

-  Take the next ten minutes to score this teacher on each overall competency. (Note: You should have 3 total ratings—one for each competency.) Make sure to think concretely about the evidence you collected during the video. Don't be afraid to be critical!
-  Be prepared to discuss your normed ratings and evidence.

### How to Rate Overall Performance

1. Decide on your rating for each **indicator**.
2. Consider the ratings for all the indicators under a particular **competency** (i.e., Building Oral Language Skills).
3. Using your evidence and indicator ratings, assign an **overall rating** to that competency: Ineffective, Approaching Developing, Developing, Proficient.
4. Write **2-3 evidence statements** that support your overall rating
5. **Repeat** for each relevant competency.

## BUILDING ORAL LANGUAGE SKILLS

RATING: I-INEFFECTIVE

### Evidence Summary

- The teacher modeled complex language inconsistently. There were some examples of advanced language, particularly vocabulary like “arched”, “trunk”, and “flippers”, and students had some opportunity to interact with that vocabulary by acting out those words.
- Students were exposed to few unknown words, particularly animal names and body parts. While they were encouraged to act them out, they were never provided with concrete definitions. Additionally, only 1 of 3 students consistently did engage in the acting out of the vocabulary.
- There were no examples of self- or parallel-talk during the lesson. There were missed opportunities for narration on nearly every page when students were being encouraged to act out movements.
- There were no conversation opportunities between student-teacher or student-student. While there were some back and forth interactions at the beginning of the lesson and saying “I can do it!”, there were no opportunities for actual conversational responses since all response opportunities for students were close-ended.
- The teacher used almost exclusively close-ended questions throughout the lesson, limited to mostly “can you do it?” in response to the text.

## WORTHWHILE TEXTS

**RATING: 3-DEVELOPING**

### Evidence Summary

- The text used in this lesson was "From Head to Toe" by Eric Carle. It is at or above the expected complexity level for this age group and this time in the school year.
- The text is well-crafted and provides useful, though fairly straightforward, information to students. It is well-written and richly illustrated.
- Children may have gained cursory knowledge about animal body parts through this text.

## BUILDING KNOWLEDGE BY ENGAGING WITH TEXT

**RATING: 3-DEVELOPING**

### Evidence Summary

- The lesson did provide students opportunities on nearly every page to participate with the text by acting out the pages and responding "I can do it" when prompted. '
- Every question that the teacher asked was completely linked to the text and illustrations. Students were constantly directed to the text as a source of learning and as a way to engage with the teacher's prompts to act out each animal's movements.
- Few questions asked children to use evidence from the text or pictures to answer questions, though there were a few opportunities when students were asked what animal they thought the pages featured which did require them to reference the text.
- Student response was very limited throughout the duration of this lesson. Only 1 student responded to some of the questions or prompts posed by the teacher.
- Every question focused children on the most important words in the text in order to build their understanding.
- The activities students engaged with (acting out words, call and response, singing along) are child-driven activities that connected directly to the text.



Take 5 minutes to individually reflect on the following questions:

- What parts of observing and rating teacher performance come naturally to you?
- What parts of observing and rating teacher performance felt more challenging?
- What can you do to gain confidence and comfort in observing and rating teacher performance?

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# Agenda

Opening

Tools for Data-Driven Observations

Effective and Efficient Classroom Observations

**Next Steps and Closing**



What is most important for you to keep in mind when taking low inference notes?

What will be most important for you to keep in mind in order to accurately rate teacher performance on the rubric?



**“In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.”**

For pre-work, you read [“The Fight to Boost Student Literacy is Happening Years Too Late”](#) by Conor Williams. Using your knowledge of that article and the quote above, respond to the following questions:

- **Why is it so urgent that our students are exposed to rich and varied vocabulary beginning from birth?**
- **What are you and your teachers already doing to promote language acquisition in your students? Where do you wish you were doing more?**

# **Building Oral Language: Promoting Complex Vocabulary Using Self- and Parallel-Talk**

Nevada Early Childhood Leadership Series

Session 2

## Setting the Stage for Teacher Development Sessions

MONTH	TEACHER DEVELOPMENT STRAND
<b>SESSION 1</b>	Setting a High Bar for Excellent Instruction in Early Childhood Classrooms
<b>SESSION 2</b>	<b>Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk</b>
<b>SESSION 3</b>	Building Oral Language - Using Open-Ended Questioning to Promote Vocabulary Development
<b>SESSION 4</b>	Choosing and Using Complex Texts in Early Childhood
<b>SESSION 5</b>	Engaging Students With Complex Vocabulary During Read Alouds

## Big Goal of Teacher Sessions

### BIG GOAL

Improve the way teachers use oral language and literacy practices in the classroom following the delivery of prioritized teacher development trainings.

### Measures:

- Leader observations of teachers indicate an improvement on language and literacy scores on observation rubric by Session 6. (For example: Observations indicate an increase in use of parallel/self-talk in classroom activities after the training.)
- Self-reported shift in teacher instructional practices in language and literacy from pre-training survey to end of year survey.
- Leaders gather classroom evidence related to prioritized trainings. Each director will collect before and after data from 3-4 classrooms to assess if the content they present is leading to changes in practice in the classroom.

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## Objectives

- Explain why oral language development in young children is essential to their academic success
- Understand the trajectory of oral language development as outlined in the research, the Infant and Toddler Early Learning Guidelines, and the Pre-Kindergarten Standards
- Describe the principles of using complex vocabulary, self-talk, and parallel-talk in birth-five year old classrooms
- Practice applying self-talk and parallel-talk strategies during instructional and non-instructional time
- Plan for common opportunities to utilize self-talk and parallel-talk throughout the day

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# Agenda

## Opening

Why Oral Language?

The Trajectory of Oral Language Development

Developing Complex Vocabulary: Strategies, Practice, and Planning

Closing



**“In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.”**

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Opening

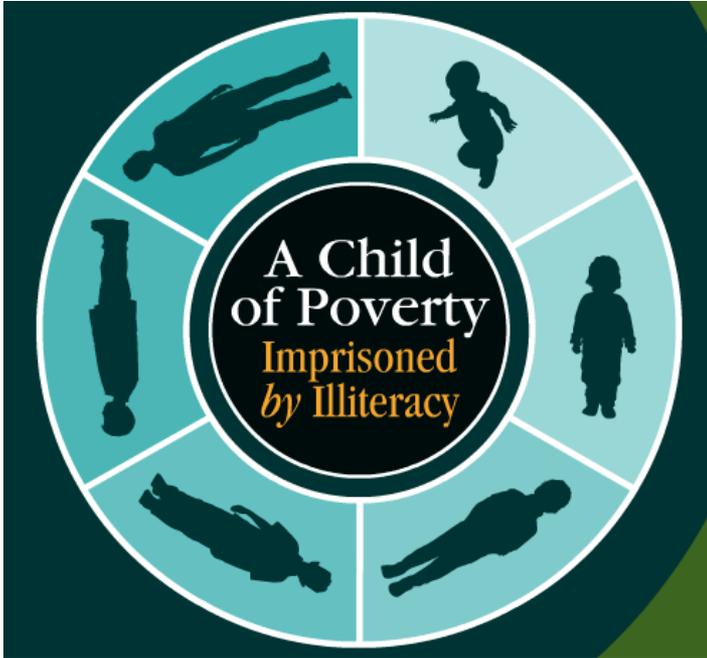
## Why Oral Language?

The Trajectory of Oral Language Development

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Closing

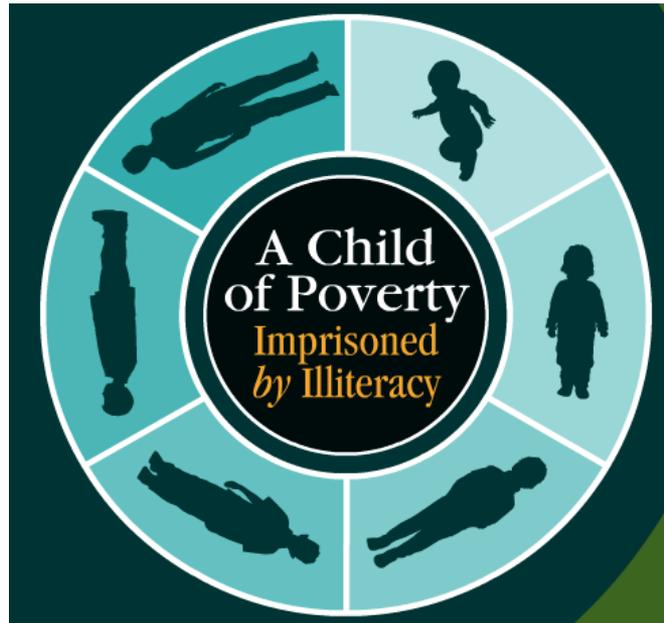
What are the effects of the 30 million word gap as students go through their academic experience?



What are your initial reactions to the presentation?  
What does this mean that many of our children are up against?

### Key Idea:

Having conversations with students is one of the main ways to develop oral language. The majority of unstructured time in the classroom should be spent talking with children, focusing on their interests and their lives, NOT on behavioral corrections.



What can be done at the school, center, and classroom level to break this cycle of illiteracy?

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# Agenda

Opening

Why Oral Language?

## **The Trajectory of Oral Language Development**

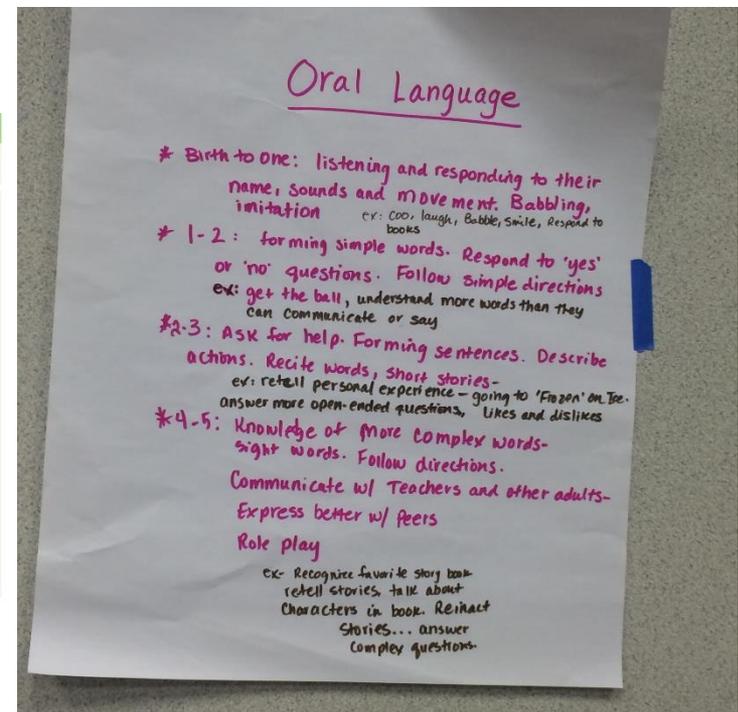
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Closing

## Key Idea

Students develop along predictable trajectories, more or less hitting milestones in a specific order and in specific age ranges. The Infant and Toddler Early Learning Guidelines and Pre-Kindergarten Standards are built to address the major developmental milestones that students should hit each year.

Content Standard 1.0: Numbers, Number Sense & Computation		
Indicator M= Math	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
→ <b>1.PK.3a</b> Recognize and read numerals 0-5.	Identify numbers and match number symbols 0 to 5.	Consistently provide materials to promote counting.
→ <b>1.K.3</b> Recognize, read, and write numbers from 0-10.	Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.	Provide children with opportunities to match object with numbers.
<b>1.PK.3b</b> Estimate the number of objects in a set of 5 and verify by counting.	Identify the next number in a series of numbers up to 5.	Encourage children to experiment with counting.
<b>1.PK.3c</b> Match the number of objects in a set to the correct numeral 0 to 5.	Identify the concepts of "more than, less than" when comparing two groups of objects.	Sing songs that encourage counting.
<b>1.K.3</b> Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.	Count familiar objects or manipulatives in the classroom.	Model counting of objects.
<b>1.PK.4a</b> Count to 10.	Count each object once (e.g., one-to-one correspondence).	Provide many opportunities throughout the day for counting concrete objects.
<b>1.PK.4b</b> Count to 10 by demonstrating one to one correspondence using objects.	Identify and name numbers in signs or books.	Ask children to answer the question, "how many?" in relation to various concrete objects.
<b>1.K.4</b> Count to 20 by demonstrating one-to-one correspondence using objects.	Put red, yellow, and blue objects together and count them.	Play counting games.
<b>1.PK.5</b> Use concrete objects to combine and separate groups up to 5.	Participate in finger plays, such as "Five Little Monkeys," that require counting backwards.	Read books that feature counting or numbers.
<b>1.K.5</b> Use concrete objects to model simple addition and subtraction.		Model the connection between a counting word/number and an object.



### Directions

1. Spend several minutes **independently reading the Oral Language standards and Vocabulary standards** in the Infant and Toddler Guidelines and the Pre-Kindergarten Standards.
2. **Highlight any standards** you notice that pertain specifically to **vocabulary acquisition and development** across the ages.
3. **Map the major milestones** that students will hit at each age (relating specifically to oral language and vocabulary) in your handouts.
4. Be prepared to **share your takeaways!**

## Reflecting on the Developmental Trajectories



How will understanding the oral language milestones support your teachers in promoting language and vocabulary?

How might the standards mapping activity be helpful to your teachers? What might be challenging?

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# Agenda

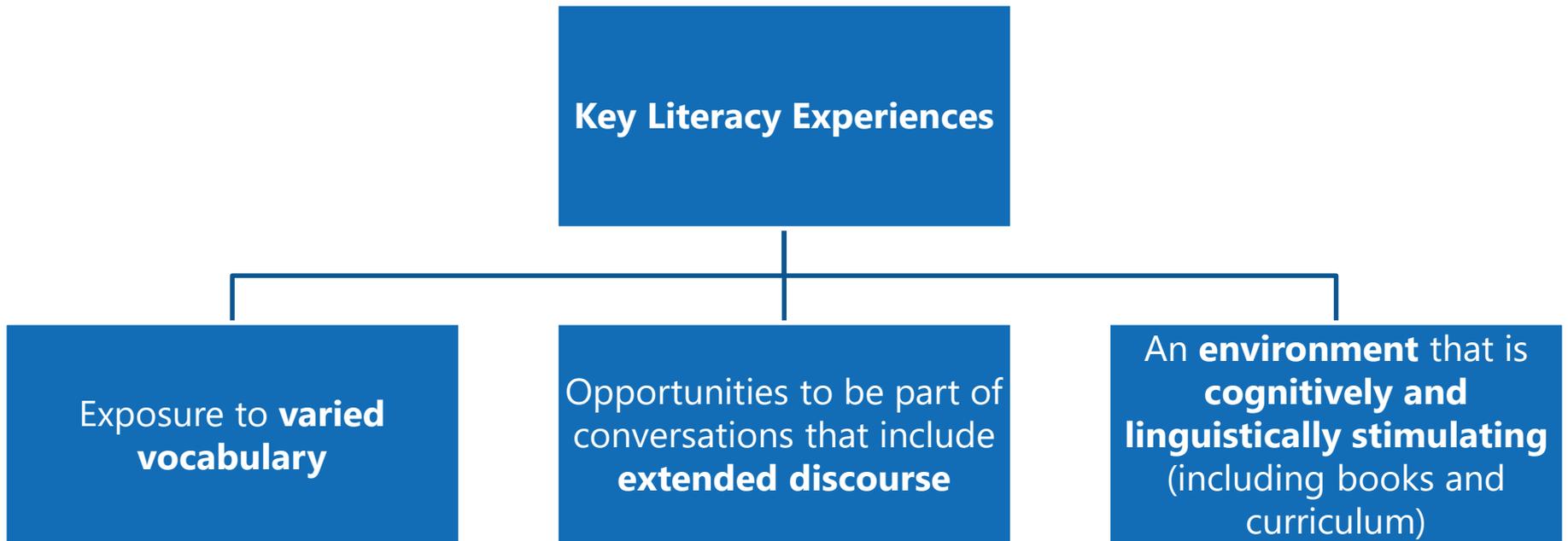
Opening

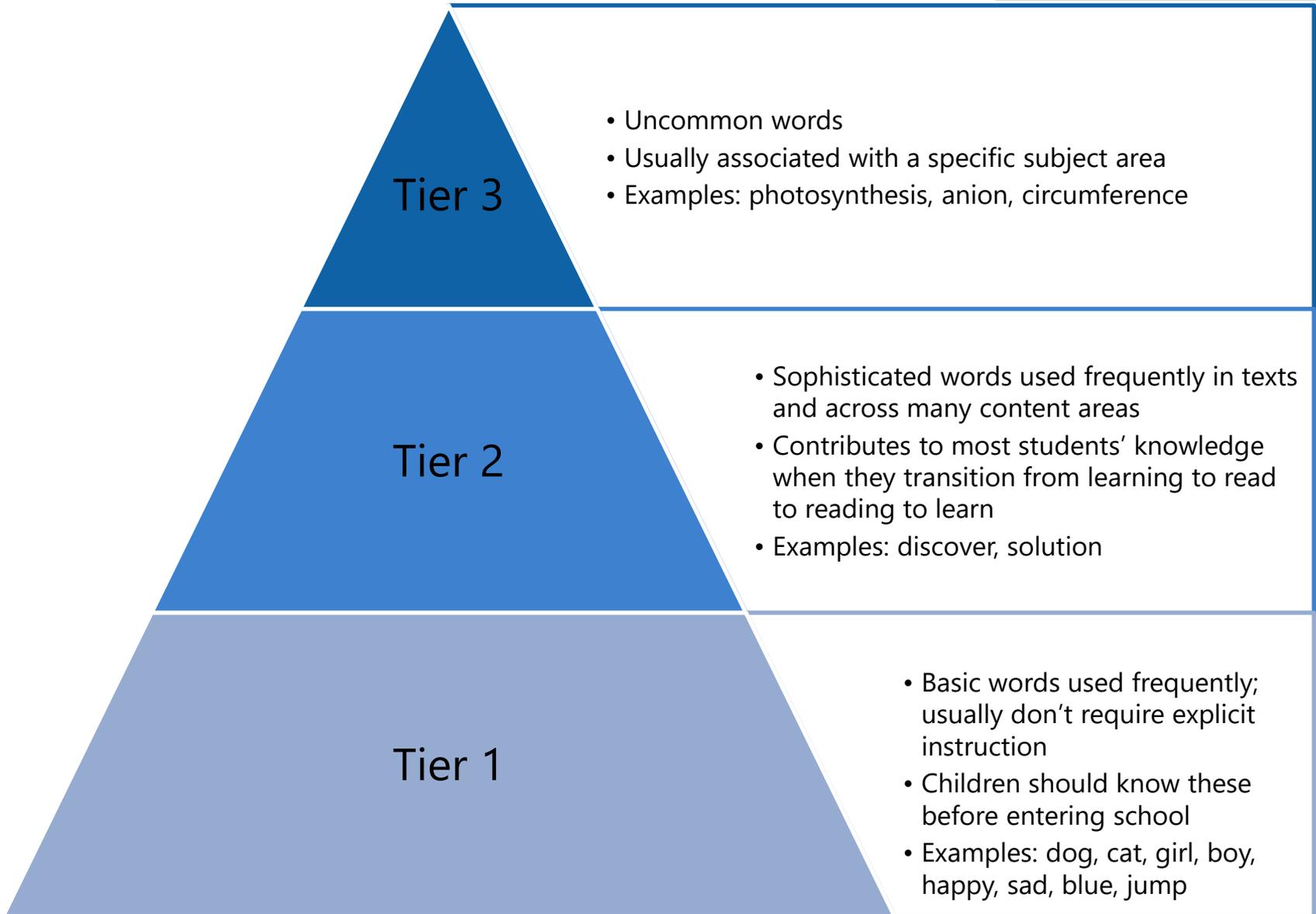
Why Oral Language?

The Trajectory of Oral Language Development

**Developing Complex Vocabulary: Strategies, Practice, and Planning**

Closing





### Key Idea:

Exposing students to complex vocabulary should happen consistently throughout the day. It's not enough, however, to incorporate complex language without intentionality. It's essential that we expose our students to the *right* complex vocabulary.

#### IS IT USEFUL AND IMPORTANT?

- Will they see or hear the word often?
- Will understanding this word help them be able to express themselves or to understand what others are saying?
- Will it help them comprehend a text that we are reading?

#### CAN IT BE TAUGHT?

- Can you teach the word in a way that children will understand?
- Are you able to define the word using other words/text/movement/pictures that children can understand?

#### WILL IT HELP TEACH IDEAS?

- Is this connected to a current theme or big idea we are working on in our classroom?
- Will this help students make sense of the larger world?

#### DO YOU HAVE VARIETY?

- Do I have a variety of different kinds of words (nouns, adjectives, verbs, adverbs) that will expand student vocabulary in a variety of contexts?

## Key Idea

Complex language needs to be intentionally incorporated into every interaction students have with adults in their classrooms.

### STRATEGIES

### DEFINITIONS

#### SELF-TALK

Talk about what **you** are doing, seeing, eating, touching, or thinking constantly throughout the day when working or conversing with students. In other words, **narrate your actions**, incorporating complex vocabulary throughout.

#### PARALLEL-TALK

Talk about what **your student or students are doing**, seeing, eating, or touching. In other words, **narrate what they are doing**, incorporating complex vocabulary throughout.

As we watch [this video](#) of a young toddler classroom, watch specifically for **where you see the teacher use self- and parallel-talk, and what vocabulary she might be emphasizing.**

## Getting Ready to PRACTICE!

### Key Elements of Practice

- There will always be guided planning time so you don't go into a practice "cold".
- Facilitators will always provide a model for practice in advance so you can see exactly how the activity works and ask questions.
- Clearly defined roles (i.e.. 1 teacher, 2 students), expectations for each role, and opportunities to be in each role.
- Opportunities for feedback, re-practicing, and reflection.
- "Cheat Sheets" of look-fors to guide planning, practice, and feedback.

### Common Pitfalls to Avoid

- Slipping in and out of your role—practicing authentically in your true "leader voice" is essential to taking the practice seriously and getting the most value out of practice.
- Providing way too much feedback. Stick to one glow and one grow, and use the language of the feedback cheat sheets.
- If you finish before the facilitator calls time, practice again! The more practice you get, the more you will internalize the strategy or technique.

### Plan

- **Imagine** you are popping into a two-, three-, or four-year-old classroom during center time. Students are engaged in **a writing center, a library center, and a science center**.
- Write **one parallel-talk sentence and one self-talk sentence** that you could use with students **in each center**.

### Practice

- With the person sitting next to you, **practice delivering your sentences** as though one of you is the leader and the other is the student.
- **If you are the leader**, you will practice delivering your self- and parallel-talk sentences to your “student” as though you are in the centers. **If you are the student**, you will silently pretend to be playing and working alongside the leader.

### Feedback

- After the leader practices their self- and parallel-talk sentences, the student will **provide feedback (one glow, one grow) to the leader** using the self- and parallel-talk cheat sheets.
- After providing feedback, the roles will switch and the other partner will become the leader.

## Reflecting on Practice



Put your leader hat back on. Discuss the following questions with your group:

- How could this quick practice activity support your teachers in gaining comfort and confidence using self- and parallel-talk?
- How can teachers use self- and parallel-talk to promote complex vocabulary in their classrooms?
- How will you invest your teachers in the value of active practice, knowing it can be a little uncomfortable at first?

The **Get It-Do It Gap** refers to the difference between cognitively understanding something and actually putting it into practice successfully.

What can we do or put in place to ensure that teachers not only understand the importance of promoting complex vocabulary constantly throughout the day, but actually follow through in doing it?

What can we do or put in place to ensure teachers are using self- and parallel-talk as key strategies to teach complex vocabulary?

- Post lists in their own classrooms or hallways of Tier 2 vocabulary they are intentionally promoting. These lists can grow or rotate throughout the year. (Sharing these lists is a great way to also involve families!)
- Post prompts in key areas—over the changing table, lunch area, centers—to remind themselves to use these strategies. Include sentence starters like “Right now I’m doing...” and/or “I can see that you are doing...”
- Look for these strategies during classroom observations (make sure to let teachers know you will be looking for this!)

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# Agenda

Opening

Why Oral Language?

The Trajectory of Oral Language Development

Developing Complex Vocabulary: Strategies, Practice, and Planning

**Closing**



**Take the next several minutes to create a plan for how you will take this content back to your team.**

- When will you deliver this content to your staff? (**Remember:** we expect you to share this content by Session 3's Leadership Series training.)
- How will you deliver content to your staff? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)
- How will you support your team in implementing self- and parallel-talk? What tools will you create and provide them with?
- What challenges do you anticipate your staff may have with this content?



- o ***The questions below are for when you facilitate for your staff:***
- o What are your next steps for ensuring that you are constantly and intentionally exposing your students to complex vocabulary?
- o When and where will you increase your use of self- and parallel-talk? How will you hold yourself accountable for using these strategies?
- o What questions do you still have about what you learned today?
- o What feedback do you have about the session for the facilitator?

### Next Steps for Teachers

- Draft sentence starters that will help you remember to use these strategies daily. Post these prompts around your classroom strategically.
- Select and post 10-15 complex vocabulary words that you want to emphasize over the next month.
- Have your prompts and vocabulary posted by **PROVIDE DATE**.

# **Closing and Reflection**

Nevada Early Childhood Leadership Series

Session 2

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## Session Objectives

- Reflect on key concepts learned during the day
- Articulate the next steps to take prior to Session 3
- Provide feedback on the day's sessions

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# Agenda

## Reflecting on the Day

Looking Ahead to Session 3: Next Steps

Feedback Survey

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**Today we focused on best practices for observing teachers and collecting evidence of their performance, as well as strategies for improving oral language for young students.**

What are your biggest take-aways from the content that was covered throughout the day today?

What will you do to make sure that you “live the learning” from today’s session? What will you do next week? Next month? Throughout the rest of the year?

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# Agenda

Reflecting on the Day

**Looking Ahead to Session 3: Next Steps**

Feedback Surveys

### Prior to Session 3's Leadership Series training:

#### **Teacher Observations:**

- Conduct at least 3 teacher observations using the Language and Literacy rubric. Observe teachers during a literacy-rich block of time. Complete the graphic organizer with their ratings on performance areas.

#### **Building Oral Language:**

- Implement the teacher training content on Building Oral Language with at least one small group of teachers (approximately 3-5 teachers) prior to the Session 3 training.
- Collect exit tickets at the end of the Oral Language training session and bring those with you to the Session 3 training.
- Before and after the training: Observe a small group of teachers who will participate in the training (3-5) to assess if and how parallel/self talk is being implemented in their classrooms before and after the training you provide. Complete the graphic organizer and bring it to the Session 3 training.

### Ongoing:

#### **Teacher Observations:**

- Prioritize time in your schedule to conduct observations of teachers each week. Keep track of your observation scores for teachers and bring them to next month's training to use in a tracker walkthrough. **(Your facilitator will share personal trackers with each of you following this month's training.)**

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# Agenda

Reflecting on the Day

Looking Ahead to Session 3: Next Steps

**Feedback Surveys**

**Please take the next five minutes to complete the feedback surveys for today's sessions.**