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| **Nevada ECE Leadership Series** |
| Session 2 |
|  |

Reflections from Implementing Vision of Excellence

*Opening & Reflection*

**Table 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.

Do Now

*Time Management: Prioritizing Teacher Observations & Feedback*

**Reflect on your experience as a center or school leader. Create a pie chart breaking down how you spend your time during an average week.**

Laying a Foundation for Managing Time Effectively

*Time Management: Prioritizing Teacher Observations & Feedback*

**Use this space to take notes on each of the tips below.**

1. **Determine your priorities:**
2. **Plan your calendar:**
3. **Defend your time:**

Systems for Supporting Regular Observations of Teachers

*Time Management: Prioritizing Teacher Observations & Feedback*

**Use this space to take notes on each of the tips below.**

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:**

Self-Assessment: Planning for Finding Time

*Time Management: Prioritizing Teacher Observations & Feedback*

**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?

What about when my schedule doesn’t work?

*Time Management: Prioritizing Teacher Observations & Feedback*

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, veteran 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.

Reflection and Exit Ticket

*Time Management: Prioritizing Teacher Observations & Feedback*

**Take the next several minutes to respond to the following questions.**

* 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?

Do Now

*Developing Teachers by Collecting and Analyzing Observation Data*

**Take the next several minutes to 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?

How to Rate on the ECE Rubric

*Developing Teachers by Collecting and Analyzing Observation Data*

**How to rate on the Early Childhood Classroom Rubric:**

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 rating.
5. **Repeat** for each relevant competency.

Collecting Good Data in the Classroom

*Developing Teachers by Collecting and Analyzing Observation Data*

**Take notes on the criteria below.**

**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:

Effective Low-Inference Notes

*Developing Teachers by Collecting and Analyzing Observation Data*

**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.

Revising Non-Exemplar Notes

*Developing Teachers by Collecting and Analyzing Observation Data*

**Non-Exemplar 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.

**Revised Notes:**

|  |
| --- |
|  |

Practice Note-Taking: Pre-Kindergarten Video

*Developing Teachers by Collecting and Analyzing Observation Data*

**Observation Notes:**

|  |
| --- |
|  |

Practice Rating the Teacher: Pre-Kindergarten Video

*Developing Teachers by Collecting and Analyzing Observation Data*

**How to rate on the Early Childhood Classroom Rubric:**

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 rating.

5. **Repeat** for each relevant competency.

**Observation Evidence:**

|  |  |
| --- | --- |
| **BUILDING ORAL LANGUAGE SKILLS** | **RATING:** |
| Evidence Summary | |
|  | |

Practice Note-Taking: Toddler Video

*Developing Teachers by Collecting and Analyzing Observation Data*

**Observation Notes:**

|  |
| --- |
|  |

Practice Rating the Teacher: Toddler Video

*Developing Teachers by Collecting and Analyzing Observation Data*

**Observation Evidence:**

|  |  |
| --- | --- |
| **BUILDING ORAL LANGUAGE SKILLS** | **RATING:** |
| Evidence Summary | |
|  | |

|  |  |
| --- | --- |
| **WORTHWHILE TEXTS** | **RATING:** |
| Evidence Summary | |
|  | |

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| --- | --- |
| **BUILDING KNOWLEDGE BY ENGAGING WITH TEXTS** | **RATING:** |
| Evidence Summary | |
|  | |

**Rating Summary:**

Evaluation Scores(1 = Ineffective; 2 = Approaching Developing; 3 = Developing; 4 = Proficient)

|  |  |
| --- | --- |
| **ECE RUBRIC COMPETENCY** | **SCORE** |
| Building Oral Language Skills |  |
| Worthwhile Texts |  |
| Building Knowledge by Engaging with Texts |  |

Reflecting on Rating Teacher Performance

*Developing Teachers by Collecting and Analyzing Observation Data*

**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?

Exit Ticket

*Developing Teachers by Collecting and Analyzing Observation Data*

**Reflect on the following questions:**

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 when accurately rating teacher performance on the rubric?

Do Now

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

“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?

The 30 Million Word Gap

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

**After watching the video presentation, “Imprisoned by Illiteracy”, reflect on the following questions**:

* What are your initial reactions to the presentation?
* What does this mean that many of our children are up against?
* What can be done at the school, center, and classroom level to break this cycle of illiteracy?

The Oral Language Developmental Trajectory

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

**Directions:**

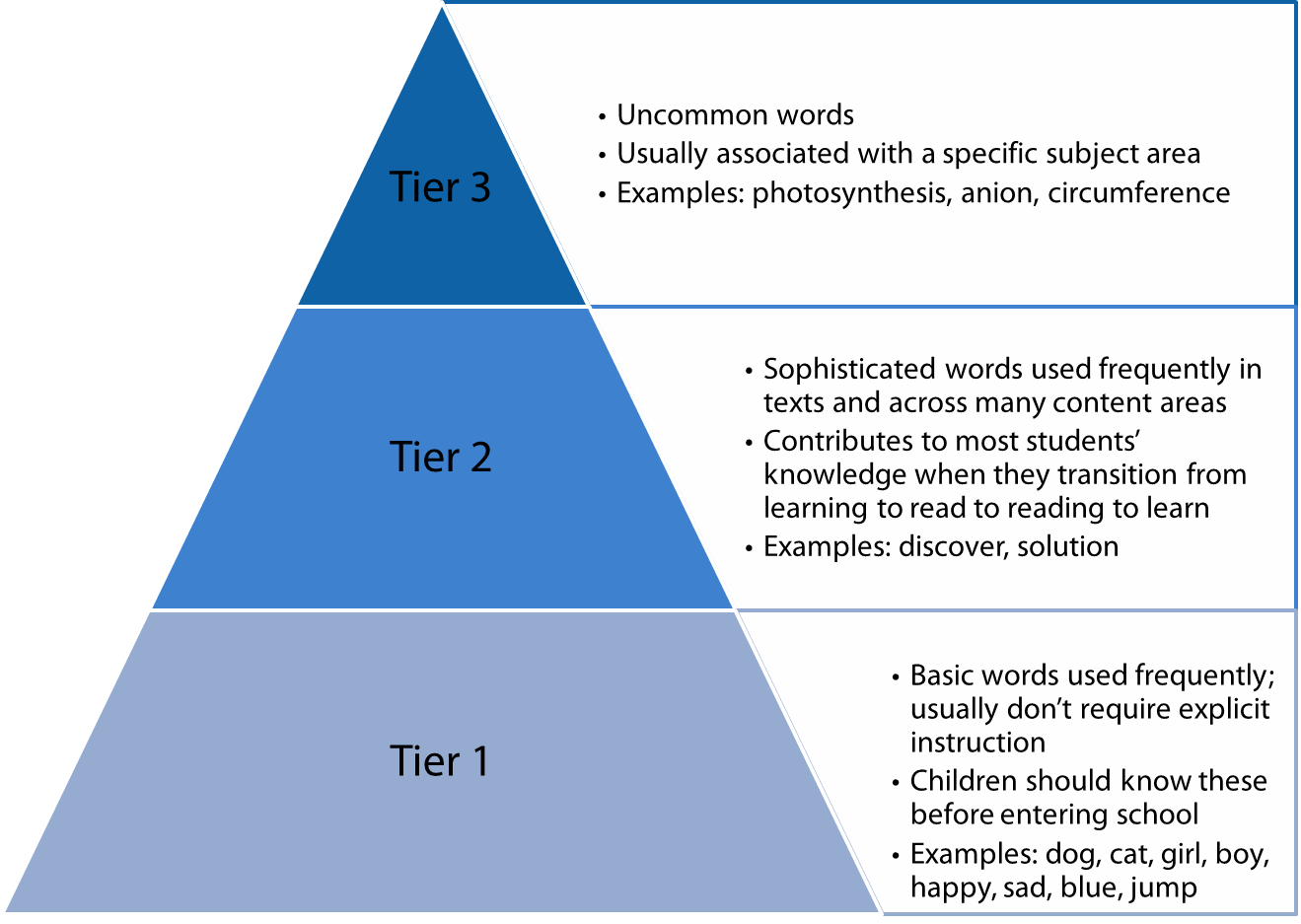
1. Spend several minutes independently reading the Oral Language standards and Vocabulary standards in the Infant and Toddler Early Learning Guidelines and the Pre-Kindergarten Standards.
2. Highlight any standards you notice that pertain specifically to vocabulary acquisition and development across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

**Language and Vocabulary Developmental Trajectory:**

|  |  |  |  |
| --- | --- | --- | --- |
| **BIRTH – 1 YEAR** | **1-2 YEARS** | **2-3 YEARS** | **3-4 YEARS** |
|  |  |  |  |

Three Key Literacy Experiences and Vocabulary Tiers

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



Selecting the Right Complex Vocabulary

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

**Key Idea:** Exposing students to complex vocabulary should happen constantly 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?** | **CAN IT BE TAUGHT?** | **WILL IT HELP TEACH IDEAS?** | **DO YOU HAVE VARIETY?** |
| 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 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? | 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 I have a variety of different kinds of words (nouns, adjectives, verbs, adverbs) that will expand student vocabulary in a variety of contexts? |

**Directions:** Take 5 minutes to review the Complex Vocabulary list on the next page and highlight 5-10 words that you would want teachers to promote (and students to know and use) that align to your vision for your center or school.

Use the guiding questions above to help you pick strong complex vocabulary examples.

Complex Vocabulary Word List

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

**Feeling Words**

disappointed

annoyed

thankful

delighted

frustrated

proud

curious

furious

irritable

exhausted

relieved

confused

terrified

astonished

**Nouns**

shadow

reflection

schedule

envelope

pond

swamp

relative

sibling

adventure

journey

neighborhood

predator

invitation

row

stack

meadow

instant

variety

envy

list

**Verbs**

absorb

admire

arrange

argue

assist

attach

avoid

comfort

cover

ignore

imitate

invite

outgrow

practice

regret

rescue

impress

identify

recognize

realize

explore

examine

investigate

create

remain

remove

transform

contain

convince

suggest

locate

receive

prefer

combine

protect

transport

appear

search

blend

separate

disappear

melt

introduce

concentrate

dream

imagine

assign

complete

pretend

**Adjectives**

edible

comfortable

complicated

difficult

dependent

elegant

determined

enormous

useful

powerful

independent

familiar

unexpected

available

sudden

same

different

strange

unusual

ordinary

pleasant

cautious

favorite

empty

humorous

serious

**Adverbs**

especially

daily

quickly

suddenly

patiently

prepositions

except

beneath

above

between

beside

Strategies for Promoting Complex Vocabulary

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

**Key Idea:** Students don’t simply learn complex vocabulary. 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 vocabul**ary throughout. |

**Video Analysis:** As you watch the classroom video, take notes below on where you see the teacher use self- and parallel-talk, and what vocabulary she might be emphasizing.

Practice Promoting Complex Vocabulary with Self- and Parallel-Talk

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

**Planning Directions:**

* 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 self-talk sentence and one parallel-talk sentence that you could use with students in each center.

|  |  |  |
| --- | --- | --- |
|  | **PARALLEL-TALK** | **SELF-TALK** |
| **Writing Center** |  |  |
| **Library Center** |  |  |
| **Science Center** |  |  |

**Practice Directions:**

* 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 above. If you are the student, you will silently pretend to be playing and working alongside the leader.

**Feedback Directions:**

* After the first 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.
* Use the sentence frame, “Great job with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Next time try \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Self- and Parallel-Talk Cheat Sheet

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

|  |  |
| --- | --- |
|  | **CRITERIA** |
| **Self-Talk** | * Talk about **what you are doing**, seeing, eating, touching, or thinking * Narrate **your own actions** with complex vocabulary |
| **Parallel-Talk** | * Talk about **what student(s) are doing**, seeing, eating, touching, or thinking * Narrate **your students’ actions** with complex vocabulary |
| **Complex Vocabulary** | * Use **complex vocabulary** during all narrations and conversations * Vocabulary is **varied and relevant** * Vocabulary is **useful and important** * Vocabulary **can be taught** in an easy and student-friendly way * Vocabulary will help **teach ideas** * Includes vocabulary from **different word groups** (nouns, adjectives, etc.) |
| **Student-Teacher Interactions** | * **Stay focused** on students throughout the interaction * Promote both **quantity and quality** of language * Use **warm, child-friendly** tone and body language * Interactions between teachers and students are **positive, driven by student interest and student work/play, and are NOT focused on behavioral redirections** |

Overcoming the Get It-Do It Gap

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

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

**Brainstorm responses to the two questions below:**

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?

Leader Planning Time/Exit Ticket

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

**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?

Next Steps

*Session 2 Leadership Series Closing*

**Prior to Session 3’s Leadership Series training:**

**Teacher Observations:**

* Conduct at least 3 teacher observations using the Language and Literacy rubric prior to the Session 3 training. Observe teachers during a literacy-rich block of time.
  + Complete the Classroom Observation Report (on the next page) with ratings on each performance area. You will need to make additional copies of the Observation Report (soft copies included in Dropbox). Bring completed reports to Session 3 training.

**Building Oral Language Teacher Development Session:**

* Implement the teacher training content on Building Oral Language with at least one small group of teachers (approximately 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 at the end of this document and bring it to the Session 3 training.

**Ongoing:**

* 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. **(We will share personal trackers with each of you following this month’s training.)** Remember, our goal is that 100% of teachers get more observations with high quality feedback by the end of the series!

Classroom Observation Report

|  |  |
| --- | --- |
| Teacher Name |  |
| Time of Day (read aloud, centers, etc.) |  |

**Observation Notes**

*Use this section to record your notes (running record) for the observation.*

|  |
| --- |
| **Notes** |
|  |

Observation Ratings(1 = Ineffective; 2 = Approaching Developing; 3 = Developing; 4 = Proficient)

|  |  |
| --- | --- |
| **COMPETENCY** | **RATING** |
| Building Oral Language Skills |  |
| Worthwhile Texts |  |
| Building Knowledge by Engaging with Texts |  |

**Observation Evidence**

*In this section, provide a summary of the objective evidence gathered during your classroom observation in support of the rating assigned for each competency.*

|  |  |
| --- | --- |
| **BUILDING ORAL LANGUAGE SKILLS** | **RATING:** |
| Evidence Summary | |
|  | |

|  |  |
| --- | --- |
| **WORTHWHILE TEXTS** | **RATING:** |
| Evidence Summary | |
|  | |

|  |  |
| --- | --- |
| **BUILDING KNOWLEDGE** | **RATING:** |
| Evidence Summary | |
|  | |

Next Steps: Observe Parallel/Self-Talk in Classrooms

*Session 2 Leadership Series Closing*

Observe at least 3 teachers who will participate in the Building Oral Language training to assess whether or not parallel/self-talk is being implemented in their classrooms. Observe them briefly prior to the training and determine their “Before” rating. After you deliver the training, observe the same three teachers and determine an “After” rating. Complete the graphic organizer below and bring it to the Session 3 training.

**Teacher #1 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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 #1 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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 #2 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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 #2 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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 #3 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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 #3 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day.  (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | 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. |