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| **Nevada ECE Leadership Series** |
| Session 3 |
|  |

Group Problem Solving

*Opening & Reflection*

**Common facilitation challenge amongst colleagues:**

|  |
| --- |
| **Notes on Possible Solutions** |
|  |

Do Now

*Observing and Rating Teacher Performance*

**Respond to the following questions:**

Reflect on the successes and challenges of the first month of classroom observations in your center or school using the new rubric:

* + What went well when conducting observations/providing feedback using the new literacy rubric over the past month?
  + What has been challenging?

**If you are in a non-director role:**

* + How can you use the content of the rubric in your role? How can you use it to support center or school leaders who you work with?

Practice Observing and Rating a Pre-Kindergarten Video

*Observing and Rating Teacher Performance*

**Observation Notes**

|  |  |
| --- | --- |
| **Teacher Actions** | **Student Actions** |
|  |  |

Practice Observing and Rating a Pre-Kindergarten Video

*Observing and Rating Teacher Performance*

**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 | |
|  | |

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

**My Group’s Normed Ratings:**

Ratings(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 |  |

Norming Debrief

*Observing and Rating Teacher Performance*

**Discuss the following questions:**

* What will be most important for you to keep in mind when observing teachers?

For those in non-director or coach roles: How will you support other leaders in applying this skill?

* What questions do you still have about using the rubric to observe teacher performance?

Providing Actionable Feedback Leads to Improved Teaching

*Developing Teachers by Identifying and Communicating Key Feedback*

**Why Feedback Matters**

* Done well, it improves performance and contributes to success of work (you can’t fix a problem unless you know there is one!)
* Feedback is a critical component of developing as a professional and the primary purpose of any evaluation system
* Effective feedback, both positive and constructive, is important for employee productivity, growth, and retention
* In the most effective management relationships, the manager and employee are direct and honest with each other
* Giving and receiving feedback fosters mutual trust, minimizes misunderstanding, and leads to improved results

*Honing In* Technique Notes

*Developing Teachers by Identifying and Communicating Key Feedback*

**Key Idea:** *Honing In* is about quickly and efficiently making a decision about what development area to prioritize for a teacher and acting right away.

**To *Hone In:***

* **Analyze the data** **while you’re in the room, or immediately afterward.** Think on your feet while you are in the classroom, and begin thinking about the data you’re collecting while you’re still in the observation. Doing so will allow you to get to a prioritized skill more quickly and in some cases, enable you to act on your prioritization right away, e.g., by modeling the target skill while you’re still in the classroom.
* **Narrow your focus to one or two discrete skills.** “Classroom management” or “Delivers Lessons” are not effective development areas for a teacher because they are too broad, and fail to give the teacher and coach a clear focus for their work together. Instead, think of development areas at the indicator level of our rubric as key levers. Also, focus on only one or two of these indicators at one time to avoid overwhelming the teacher. The increased specificity and a narrow focus will allow you to offer more targeted, effective interventions.
* **Pick skills that, if improved, would have the greatest effect on teacher and student performance. We call this the “key lever”.** You’ll enter many classrooms with lots of things to fix, but you need to identify high-leverage skills that will give you a large return on your development investment. Once you think you’ve settled on a skill to target, ask yourself, “If this skill improves, will student learning improve in this room? If this skill improves, will I see gains in other skills as well?”

Selecting a Key Lever

*Developing Teachers by Identifying and Communicating Key Feedback*

**There is no perfect process for “Honing In”, but there are a few steps that help leaders make quick, effective choices. Think through the process below to help you arrive at an effective key lever quickly.**

**Mentally Answer the Guiding Questions**

* Does the activity help students to build oral language skills and/or vocabulary?
* Is the activity focused on a high quality text(s)?
* Does the lesson employ questions and tasks, both oral and written, which help students understand the content and meaning of the content in the text?

**Narrow Your Focus**

* + Does one guiding question jump out as most urgent?
  + What is holding student learning back the most?
  + What could/should the teacher be doing (or doing better) that would address the student issue?
  + Zoom way in: “What is the discrete, bite-sized skill my teacher needs to learn and do FIRST?”

**Check Your Thinking:**

* + Does my teacher have the prerequisite skills necessary?
  + Would we see a ripple effect on performance if we could close this gap?
  + Would student performance improve in the next class period if my teacher mastered this skill?

**Remember:**

* + A competency (e.g. Worthwhile Texts) is not an effective key lever
  + The competency with the lowest score on the rubric is not necessarily the right area of focus
  + Don’t let your own expertise and style cloud your judgment. (Making a mini-me doesn’t always solve the biggest problems in a classroom.)

Selecting a Key Lever: A Model – Observation Notes for Ms. Prince

*Developing Teachers by Identifying and Communicating Key Feedback*

**Master Ratings for Ms. Prince**

**Competency: Building Oral Language Skills RATING: 2-Approaching Developing**

**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, it was not strategically included in the learning and few students used any complex language.
* The teacher did not intentionally define any unknown words. The best example was “twig” when she showed them what a twig was, but she never specifically defined words or prompted students to do any word solving on their own.
* There were very few 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 sustained student-adult conversations that were driven by student interest and their work. The teacher’s attention and focus was driven completely by the students’ play.
* Every center includes related and familiar texts, the store center included writing opportunities, and there was some 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 handful of open-ended questions. 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, however, were able to respond to the questions thoughtfully, and most questions were closed-ended.

Selecting a Key Lever: A Model

*Developing Teachers by Identifying and Communicating Key Feedback*

**Take notes during my model as I think through the process of selecting a key lever.**

|  |  |
| --- | --- |
| **THE PROCESS** | |
| **Mentally Answer the Guiding Questions** |  |
| **Narrow My Focus** |  |
| **Check My Thinking** |  |

|  |
| --- |
| **KEY LEVER** |
|  |

Selecting a Key Lever: Practice

*Developing Teachers by Identifying and Communicating Key Feedback*

**Directions:**

1. With a partner, go through the “honing in” process for the Owl Babies video. Remember to walk through each step, using guiding questions and your handouts as a guide.
2. Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
3. Be prepared to share your key lever and your rationale with the group.
4. Reflect briefly on the process and the pitfalls to avoid. How did this process feel? How did you do?

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| --- | --- |
| **THE PROCESS** | |
| **Mentally Answer the Guiding Questions** |  |
| **Narrow My Focus** |  |
| **Check My Thinking** |  |

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| --- |
| **KEY LEVER** |
|  |

Selecting a Key Lever: Application

*Developing Teachers by Identifying and Communicating Key Feedback*

**Directions:**

1. Individually, go through the “honing in” process for one of the teachers you observed this month and for whom you completed an observation report. Remember to walk through each step, using guiding questions and your handouts as a guide.
2. Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
3. Be prepared to share your key lever and your rationale with a partner
4. In pairs, share out the key lever you identified and your rationale. Provide your partner with feedback. Switch roles and repeat.
5. If you have time, repeat the process for another one of your teachers.

|  |  |
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| **THE PROCESS** | |
| **Mentally Answer the Guiding Questions** |  |
| **Narrow My Focus** |  |
| **Check My Thinking** |  |

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| **KEY LEVER** |
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Reflection

*Developing Teachers by Identifying and Communicating Key Feedback*

**Reflect on the following questions**

**If you are a leader:**

What will be most important for you to keep in mind when “honing in” during classroom observation?

What are your next steps for observing your teachers and identifying their key levers for improvement?

**If you are in a non-director role:**

How will you support your leader in applying this strategy faithfully?

How will you provide them with positive and constructive feedback as they practice this strategy?

Do Now

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Take a few minutes to respond to the following questions:**

* On average, how many minutes per day do you expect your teachers to spend in genuine conversations with individual students in their classes? How close are they to currently meeting those expectations?
* What are some strategies that your teachers are already using in their classrooms to engage students in conversation?

Three Key Literacy Experiences: The Power of Conversation

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

Breaking Down the Oral Language Trajectory

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Directions:**

1. Each table has been **assigned a standard**—it is written on top of your poster paper.
2. **Spend five minutes** breaking that standard into three components:
   * **Pre-Requisites** students need prior to learning this standard
   * What students **need to know** to master the entire spirit of the standard
   * What students **need to be able to do to** show complete mastery of the standard
3. Be prepared to **share the breakdown of your standard!**

**Steps for Breaking Down a Standard:**

1. Determine the variety of knowledge and skills students **will already need** to have when they begin working on this standard. **These are the pre-requisite skills**.
2. Identify the **nouns** within the standard. Those represent **what students will need to know** to successfully master this standard.
3. Identify the **verbs** within the standard. Those represent **what students will need to know how to do to** successfully master this standard.

**Sample Standard Breakdown:**

**Standard:**

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITE SKILLS**  (what students need to come in knowing) | **KNOWLEDGE**  (what students need to know to master this standard) | **SKILLS**  (what students need to know how to do to master this standard) |
|  |  |  |

Reflecting on the Developmental Trajectories

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Reflect independently on the questions below:**

We continue to revisit the standards (sometimes even the same ones) each time we dig into a topic. Why is it important to do this?

How might returning to the standards in each session change teacher practice? How might it affect student outcomes?

The TALK Strategy: An Introduction

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**As you watch the video of Joan and Nathan, reflect on the following question:**

What strategies does Joan use to support and engage Nathan in their conversation?

The TALK Framework

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**The TALK Framework** was developed by the Atlanta Speech School as a tool to help adults engage in meaningful conversations with children.

|  |  |
| --- | --- |
| **T** |  |
| **A** |  |
| **L** |  |
| **K** |  |

**When can this strategy be used during the day?**

* Centers
* Small groups
* One-on-one
* Mealtimes
* Outdoors
* Changing table, hand-washing, etc.
* Before or after school

T: Tune In and A: Ask Questions

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**T: Tune In.** When you **“Tune In”, you enter the child’s world** and make the conversation meaningful to what they are interested in.

**To effectively “Tune In”:**

* Watch the child and **notice what is happening**
* Be patient and **wait for the right moment** to enter or begin the conversation
* When you do enter the child’s world, make sure to make an observation about **what the child is already doing** or what they are interested in
* Start by **making an observation**:
* “I notice…”
* “I see…”
* “I’m thinking…”
* “I wonder…”

**A: Ask Questions.** After commenting to enter the child’s world, **engage the child further by asking child-centric, open-ended questions.**

**To effectively “Ask Questions”:**

* You should use close-ended questions with **infants and young toddlers**
* **For older toddlers and preschoolers** use open-ended questions as much as possible:
  + “Tell me about…”
  + “Explain how…”
  + “How do you know that…”
  + “How did you figure that out?”
  + “I wonder what would happen if…”
  + “What if….”
  + “What would you do if…”
* Try **either-or questions** or **comparison questions**:
  + “Was it \_\_\_\_\_\_ or \_\_\_\_\_?”
  + “How is \_\_\_\_\_\_ alike?”
  + “How is \_\_\_\_\_\_ different from \_\_\_\_\_?”

**Video Analysis:**

Watch Ms. Johnethea “Tune In” and “Ask Questions”. Consider the following:

* How does the teacher get involved in the student’s world?
* What questions does the teacher use?

Tune In and Ask Questions: Practice

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Watch the video of Andrew, an older toddler, and imagine that you are the teacher in his classroom. Then take two minutes to plan what you would say to Tune In and what initial question(s) you would ask. Refer to your notes on “Tuning In” and “Asking Questions” to make sure your ideas meet the criteria for being effective.**

To “Tune In”, I would say:

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|  |

Then I would “Ask Questions” using the questions below:

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Pause and Reflect

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

Now that we have reviewed the first two elements of the TALK strategy, and seen a few videos of early childhood educators applying this strategy, **independently respond** to the reflection questions below:

* How will the beginnings of this strategy benefit your students and teachers?
* What parts will come easily to teachers? What will be more challenging?

L: Lift Language and K: Keep It Going

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**L: Lift Language.** When you **“Lift Language”, your goal is to push in new, complex vocabulary**, model correct grammar, and continue to engage the child(ren) in conversation.

**To effectively “Lift Language”:**

* Use think-alouds to **narrate your own thinking**
* Engage in both **self- and parallel-talk**
* **Restate** what a child says using a more complex sentence
* Model correct grammar and **rich vocabulary**
* Use synonyms
* Build on children’s statements by **adding more information** (add more information, describe, provide vocabulary words)
* Monitor children’s use of target vocabulary and **reinforce new words**

**K: “Keep It Going”** by committing to **multiple back-and-forth exchanges** with the child.

**To effectively “Keep It Going”:**

* **Keep watching** what the child is doing, and if they change directions, follow their lead
* Allow for the child to have **think time** and respond
* Continue to **reinforce complex vocabulary** through repetition
* **“Strive for Five”**…or more!
* Commit to (and plan for) **staying in one place to have extended conversations** with individual or small groups of children

**Video Analysis:**

**Watch the preschool teacher “Lift Language” and “Keep It Going”. Consider the following:**

* What strategies did the teacher use to “Lift Language”?
* How does the teacher keep the conversation going?

Practice the TALK Strategy: Directions

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Practice Directions:**

**Prepare (2 minutes):**

* For this practice, you will work with your **“face partner”**, or the person who is sitting straight across from you.
* The **person with the nearest birthday will be the teacher first** when practice begins. The other person will be the student/coach.
* Take **one minute to read the practice scenario on the next page**. Jot down any notes, Tune In statements, questions, etc. that you may want to use.

**Practice (2 minutes):**

* Student 1 will **start acting as the student in the scenario**. Teacher 1 will **begin engaging the “student” in conversation** using the TALK strategy steps.
* **Student 1 will respond to Teacher 1**, answer all questions, and generally interact as though a student in a preschool classroom.
* The practice TALK conversation will continue for 2 minutes. **Remain in your roles for the entire two minutes.**

**Feedback (1 minute):**

* Student 1 will **provide feedback** to Teacher 1 using the **Feedback Cheat Sheet for the TALK strategy**, then the roles will switch.

Practice the TALK Strategy: Practice Scenario

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**You are a student or teacher interacting in a three-year-old classroom. The student is “playing” in the dramatic play center, and the teacher comes over to engage the student using the TALK strategy. Read the additional information below to see what the student is thinking and how the student should respond to the teacher’s questions.**

**Student:**

* **Basic actions:** You are in the dramatic play center, playing in a store. You are playing with some candy that’s in the “store,” and having a little conversation to yourself: “I want the candy…no, you can’t have it…but mom, I’ll be really good…no, you can’t have the candy…”
* **Why you are doing this/how you feel:** Yesterday you were at the store with your mom, and you asked her if she would buy you some candy. You really wanted this candy because you saw a commercial for it on TV and it looks yummy. She kept saying “no” to you, even when you said you’d be really good and save it until after dinner. You’re upset that she didn’t buy you the candy and you’re trying to work out (in your head) why you couldn’t have it, because you still don’t understand.
* **How to respond:** When the teacher asks you what you’re doing, share as much as seems appropriate based on what she’s asking you. Be sure to use preschool-level words for your emotions to give the teacher an opportunity to lift the language in the conversation. You may also choose to make errors in sentence structure to give the teacher an opportunity to model correct syntax.

**Teacher:** If you are acting as the teacher, remember that you would not yet know the background above until you start to uncover it during conversation. Use your open-ended questioning skills, your ability to lift language, and your determination to keep the conversation going to learn about what is happening in this child’s world.

Practice the TALK Strategy: Feedback Cheat Sheet

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

|  |  |
| --- | --- |
|  | **CRITERIA** |
| **TUNE IN** | * Watch the child and notice what is happening before jumping in * Be patient and wait for the right moment to enter or begin the conversation * Make an observation about what the child is already doing in order to enter the child’s world. Try saying: * “I notice…” * “I see…” * “I’m thinking…” * “I wonder…” |
| **ASK QUESTIONS** | * Use mostly close-ended questions with infants and young toddlers * For older toddlers and preschoolers use open-ended questions as much as possible:   + “Tell me about…”   + “Explain how…”   + “How do you know that…”   + “How did you figure that out?”   + “I wonder what would happen if…”   + “What if….”   + “What would you do if…” * Try either-or questions or comparison questions: |
| **LIFT LANGUAGE** | * Use think-alouds to narrate your own thinking * Engage in both self- and parallel-talk * Restate what a child says using a more complex sentence * Model correct grammar and rich vocabulary * Use synonyms * Build on children’s statements by adding more information (add more information, describe, provide vocabulary words) * Monitor children’s use of target vocabulary and reinforce new words |
| **KEEP IT GOING** | * Keep watching what the child is doing, and if they change directions, follow their lead * Allow for the child to have think time and respond * Continue to reinforce complex vocabulary through repetition * Strive for five or more back-and-forth exchanges with the child * Commit to (and plan for) staying in one place to have extended conversations with individual or small groups of children |
| **CONVERSATION DELIVERY** | * The child does most of the talking throughout the conversation * The conversation remains focused on what the child was already engaged and interested in * Teacher talk is primarily used to ask questions and lift language |

Practice the TALK Strategy: Reflection

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**Reflect on the questions below:**

How will the TALK strategy support student literacy outcomes in your center or school?

How will you support teachers in implementing this strategy consistently in their classrooms?

Leader Planning Time/Exit Ticket

*Building Oral Language: Using Conversation to Promote Vocabulary Development*

**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 4’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 the TALK strategy? What tools will you create and provide them with?
* What challenges do you anticipate your staff may have with this content?

Next Steps for Session 4

*Session 3 Leadership Series Closing*

**Prior to Session 4:**

**Teacher Observations:**

* Observe, rate, and identify key levers for three teachers. Complete an individual observation report for each teacher.
* Continue to conduct observations and record ratings for all teachers. We will have time to enter additional ratings during Session 4. (No need to complete full observation reports for all observations—just keep track of teacher name and their scores on the rubric.)

**Pre-Session Delivery:**

* Choose at least 3 teachers to observe both before and after you deliver your next teacher session. By Session 4, rate three teachers in the “Before” section of the graphic organizer relating to developing oral language through conversation.

**Session Delivery:**

* Deliver the “Building Oral Language - Using Conversation to Promote Vocabulary Development” training session to your staff.
* Collect the exit tickets from the session. Bring those exit tickets to Session 4.
* Complete the “After” observations in the graphic organizer relating to developing oral language through conversation. Bring completed organizer to Session 4.

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

**Feedback**

*Use this section to identify the key lever for improving this teacher’s performance and your evidence to support this.*

|  |
| --- |
| **KEY LEVER FOR IMPROVEMENT** |
| Focus Area:  Rationale: |

Observe Conversations in Classrooms

*Session 3 Leadership Series Closing*

Observe at least 3 teachers who participated in the Building Oral Language through Conversation training to assess whether or not the TALK strategy is being implemented in their classrooms. Complete the BEFORE section with 3 teachers prior to delivering the training, then observe the same 3 teachers AFTER you have delivered the training.

**Before: Use of conversation strategies to develop student language:**

Teacher #1 (Before): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

Teacher #2 (Before): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

Teacher #3 (Before): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

**After: Use of conversation strategies to develop student language:**

Teacher #1 (After): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

Teacher #2 (After): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

Teacher #3 (After): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |