

Opening & Reflection

Nevada Early Childhood Leadership Series

Session 4

Session Objectives

- Preview the scope of work for the day
- Reflect on teacher proficiency in using conversation with extended discourse to promote oral language development
- Plan for how to continue supporting teachers in this skill moving forward

Agenda

Icebreaker

Session 4 Training Agenda

Reflecting on the TALK Session

- ICE BREAKER -

Agenda

Icebreaker

Session 4 Training Agenda

Reflecting on the TALK Session

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.**

The leadership series is designed to support you in becoming a more **effective instructional leader.**

Session 4 Workshop Overview—Communicating Feedback Effectively and Choosing Complex Texts

| TIME | SESSION TITLE |
|---|--|
| 9:00-9:35 | Opening and Reflection |
| 9:35-10:30 | Analyzing Classroom Observation Data |
| 10:30-12:45 (includes 10 minute break) | Developing Teachers by Providing Effective Feedback |
| 12:45-1:45 | Lunch |
| 1:45-3:40 (includes 10 minute break) | Teacher Development Session: Choosing and Using Complex Texts in Early Childhood |
| 3:40-4:00 | Closing and Next Steps |

Agenda

Icebreaker

Session 4 Training Agenda

Reflecting on the TALK Session



Open your data tracker and review the data you brought with you today (“before” and “after” observations for promoting conversation skills).

- Compare the before and after observation ratings for promoting conversation skills.
 - **Before** delivering your session: How many teachers were rated Proficient? Developing? Minimally Effective? Ineffective?
 - **After** delivering your session: How many teachers were rated Proficient? Developing? Minimally Effective? Ineffective?
 - Which teachers improved? Were there any that didn't? Why do you think that is? What did or did not surprise you about your results?
 - What do you want to continue to do to support teachers using conversation and the TALK strategy to promote oral language development?



1. Consider your thoughts and reflections from examining your data. **On three separate post-its, write your responses to the 3 questions below:**
 - What is the biggest improvement you have noticed with teachers in using conversations with their students?
 - What is an area that your teachers need continued support in when they are engaging in conversations with their students?
 - How are your teachers planning to continue to use conversation to promote oral language development?
2. After you have filled out your post-its, stand and put them on the corresponding poster.
3. Take a few minutes to circulate to the different posters and read your colleagues' responses. Take a marker to put a "check" next to anything you agree with or that resonates with you.



Respond to the following questions:

Reflect on successes and challenges of the past month of classroom observations in your center or school:

- On a scale from 1 to 5: How confident are you in **identifying** a high-impact key lever for teachers based on observation data? How effective were you in planning your time to prioritize classroom observations and feedback this month?
- If you are in a non-director role: How confident do you feel in supporting other leaders in this skill?
- Why did you rate yourself this way? What will it take to feel more confident next month?

Analyzing Classroom Observation Data

Nevada Early Childhood Leadership Series

Session 4

Session Objectives

- Enter and analyze observation data for teachers
- Share observation notes and key development areas for 1-2 target teachers with a partner
- Reflect on the challenges and successes of identifying one key lever to develop teachers

Agenda

Opening

Entering and Reflecting on Data

Sharing Observations and Key Levers

Closing

Leader Development Goals

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 the Leadership Series.

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



Respond to the following questions:

Reflect on successes and challenges of the past month of classroom observations in your center or school:

- On a scale from 1 to 5: How confident are you in **identifying** a high-impact key lever for teachers based on observation data? How effective were you in **planning your time** to prioritize classroom observations and feedback?
- If you are in a non-leader role: How confident do you feel in supporting other leaders in this skill?
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Agenda

Opening

Entering and Reflecting on Data

Sharing Observations and Key Levers

Closing

1. Log into your tracker.
1. Enter your ratings, evidence, **and key lever** for the teachers that you observed in the past month.
2. If you are in a non-leader role: After logging in, please circulate around to your leaders as they enter their data to be thought partners or troubleshoot.

Part I: Individual Reflection:

- What trends did you notice amongst your teachers? If you are in a non-leader role: What trends did you notice across the centers that you support?
 - Which teachers grew? Stayed the same? Did any regress? What are your hypotheses about your teachers' performance?
 - Where are your teachers performing well overall?
 - What are the common growth areas? (Check where their key levers are falling in particular.)



Review the data you have collected on teacher performance in language and literacy instruction.

Part II: Discuss at your tables (5 minutes):

- What trends did you notice amongst your teachers?
 - Which teachers grew? Stayed the same? Did any regress? What are your hypotheses about your teachers' performance?
 - Where are your teachers performing well overall?
 - What are the common growth areas?

Agenda

Opening





Entering and Reflecting on Data

Sharing Observations and Key Levers

Closing

Process and Criteria for Effective Key Levers

There is no perfect process for “Honing In” to identify a key lever, but there are a few steps that help leaders make quick, effective choices.

-  Mentally Answer the Guiding Questions
-  Narrow your Focus
-  Check your Thinking
-  Check for Pitfalls

Effective Key Levers are...

- Focused on only one or two discrete skills
- Bite-sized
- Tightly aligned to a specific rubric indicator(s)
- High impact (will increase teacher and student performance right away)
- Focused on the most important improvement area



Review the observation reports that you completed.

Individually respond to the guiding questions on your handout:

- 1) For each overall performance area, provide each teacher's rating in the chart on your handout.
- 2) Write in the key lever you identified for each teacher. Evaluate your key levers against the criteria for the most effective key levers.
- 3) Reflect on the key levers from the observation reports. What trends did you notice amongst your teachers? Is there consistency amongst what teachers need to do to improve their language and literacy skills? If yes, why do you think this is? If not, why do you think this is?

Effective Key Levers are...

- Focused on only one or two discrete skills
- Bite-sized
- Tightly aligned to a specific rubric indicator(s)
- High impact (will increase teacher and student performance right away)
- Focused on the most important improvement area



Share your data with your partner:

1. Swap your chart that has your scores and key levers with your elbow partner. Spend a few minutes reading the data and key levers and comparing the key levers they wrote against the criteria for effective key levers.
2. Provide your partner with one glow and one grow regarding the key levers they identified.
3. Share your reflections on the trends that you are noticing within your classrooms and centers. Are you noticing similar things across your centers? Having similar or different challenges and successes?

Effective Key Levers are...

- Focused on only one or two discrete skills
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Reflect individually on the following questions:

Leaders:

- What steps will you take during and after your observations to make sure you continue to identify effective key levers for your teachers?
- How will you plan your time to ensure you are leading effective coaching conversations to communicate those key levers?

If you are in a non-leader role:

- Where do you see your role supporting leaders in this work?
- How might these strategies and techniques support you in your own role?



Think about a time when you received a particularly helpful piece of feedback on your own performance (as a leader/coach or otherwise):

- What about that feedback made it so helpful?
- How was that feedback delivered?
- What was the outcome after you applied that feedback?

Developing Teachers by Providing Effective Feedback

Nevada Early Childhood Leadership Series

Session 4

Session Objectives

- Articulate the connection between high-quality feedback and teacher growth
- Describe the key strategies for delivering effective feedback
- Practice applying strategies for delivering effective feedback

Agenda

Opening

Setting the Stage for Coaching Conversations

Communicating Feedback Clearly

Plan and Practice Coaching Conversations

Next Steps and Closing



Think about a time when you received a particularly helpful piece of feedback on your own performance (as a leader or otherwise):

- What about that feedback made it so helpful?
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Opening

Setting the Stage for Coaching Conversations

Communicating Feedback Clearly

Plan and Practice Coaching Conversations

Next Steps and Closing

| Conversation Component | Corresponding Coaching Techniques |
|------------------------|---|
| Prepare & Plan | <ul style="list-style-type: none"> • Observe and take low-inference notes • <i>Hone In</i> on a Key Lever |
| Opening | <ul style="list-style-type: none"> • <i>Check the Temperature</i> |
| Direct Feedback | <ul style="list-style-type: none"> • <i>Share the Key Lever</i> • <i>Map the Conversation</i> |
| Model | <ul style="list-style-type: none"> • <i>Paint a Picture of Excellence</i> |
| Practice | <ul style="list-style-type: none"> • <i>Practice It</i> |
| Follow Up | <ul style="list-style-type: none"> • <i>SMART Next Steps</i> • <i>Create a Development Plan</i> |

Agenda

Opening

Setting the Stage for Coaching Conversations

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Next Steps and Closing

Imagine that I am a coach for Ms. Nancy. I am going to model several components and strategies used during a coaching conversation. Over the course of this session, we will dig deeply into each strategy and component.



As you watch our conversation:

- Take notes on how I open and provide feedback in the coaching conversation. What do I say? How do I say it?

For this model, I will only be delivering the **Opening and Direct Feedback sections** of the coaching conversation, and their corresponding techniques.



At your tables:

- Turn to the Coaching Conversations Feedback Cheat Sheet. Note that right now this sheet only details the “Opening” and “Direct Feedback” sections of coaching conversations.
- Debrief with your tables what you noticed that was effective in the model. Connect what you noticed to the Coaching Conversations Feedback Cheat Sheet.

Key Idea:



In the opening of your coaching conversation, you will *Check the Temperature*. This is your opportunity to establish rapport with your teacher, provide them with praise by narrating the positive things you noticed in their classroom, and set a positive tone for the overall conversation.

To effectively *Check the Temperature*:





- Ask a **relationship-building** question
- **Share one or two quick “glows”**—what the teacher did well & should continue doing
- Connect back to what you’ve been working on and **share progress** observed (this is an essential action that should be incorporated every time).
 - “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive action]. What made that successful? What was the impact?”
- Ask about **student learning** in the lesson you observed:
 - “What did you hope students would accomplish in this lesson? Did your students reach your goal for this lesson? How do you know?”
- Limit this piece of the conversation to **2-3 minutes**

A glimpse at [Check the Temperature](#) in action.

Plan:

-  Choose one teacher who you observed. You will plan the Opening section of a coaching conversation for this teacher. If you are in a non-director role: Either pair up with a leader, or, if you also have teachers you observed, practice for yourself!
-  Using what you have just learned about opening a coaching conversation, script what you would say to this teacher to *Check the Temperature*. Remember that it should only be 2-3 minutes long.

Practice:

-  When prompted by the facilitator, you will practice delivering the Opening portion of your conversation with a partner from another table. The person who has been in education longest will go first.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Check the Temperature* **only**.
-  After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
-  Once the original leader has re-practiced, switch roles and repeat.



- If you were going to describe the *Check the Temperature* strategy to another leader who was not here today, how would you describe it? What are the most important things to remember when you Check the Temperature effectively?
- When I used *Check the Temperature* in the model, what did I say? What was the teacher's reaction? How did it set up the rest of the conversation?

Key Idea:

When you deliver feedback during the coaching conversation, you will use two strategies: *Share the Key Lever* and *Map the Conversation*. In this portion of the coaching conversation, the teacher should have a clear understanding of the growth area they are working on, why that skill is important, and what you are going to do in the conversation to build that skill.

To effectively *Share the Key Lever*:

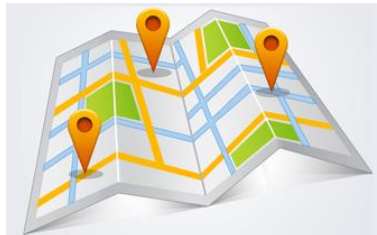
- Share concrete evidence from the observation that illuminates key lever you want the teacher to develop:
 - Show a video of the moment in the class that clearly demonstrates the problem. “What are the students doing? What are you doing?”
 - “Do you remember what happened in class when ___? [Teacher IDs what happened; coach provides data if teacher cannot]”
 - Use the observation evidence to explain what the teacher needs to improve.
- Share rubric data, where appropriate. Share your assessment of their rating, using the rubric language to deliver the feedback.

Key Idea:

When you deliver feedback during the coaching conversation, you will use two strategies: *Share the Key Lever* and *Map the Conversation*. In this portion of the coaching conversation, the teacher should have a clear understanding of the growth area you are working on, why that skill is important, and what you are going to do in the conversation to build that skill.

To effectively *Map the Conversation*:

- Frame the specific, high-impact key lever as the bite-sized goal for the conversation.
- Outline the agenda of what will come next in the conversation.





A glimpse at [Sharing the Key Lever and Map the Conversation](#) in action.





When you deliver your feedback you want to make sure you are being **direct and supportive.**

| | Non-Example | Revision |
|---------------------------|---|-----------------|
| Direct, but Unsupportive: | "80 percent of your students failed to participate in centers correctly. This is unacceptable; more than half your students aren't learning." | |
| Indirect, but Supportive: | "It seemed like there were some students who didn't totally understand the work of their centers. At one point I counted 15 kids who weren't engaged in their center, but maybe they were just switching into a new center. I'm sure you would have addressed it if students weren't in their appropriate centers." | |

Plan:

-  Continue focusing on the teacher that you have already started planning a coaching conversation for. If you are in a non-leader role: pair back up with your leader or continue on your own.
-  Using what you have just learned about *Share the Key Lever* and *Map the Conversation*, script what you would say to this teacher to begin delivering direct feedback.

Practice:

-  When prompted by the facilitator, you will practice delivering the “Deliver Feedback” portion of your conversation with the same partner. The person who went first in the original practice will continue to go first.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Share the Key Lever* and *Map the Conversation* **only**.
-  After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
-  Once the original leader has re-practiced, switch roles and repeat.



Write and Share:

- With your elbow partner, summarize the “Direct Feedback” portion of the coaching conversation, especially *Share the Key Lever* and *Map the Conversation*. Write down your summary on a post-it and swap with another pair.
- Compare your summaries and note any similarities, differences, or things that were missed. Update your own summary, then post it on the Parking Lot.

Discuss:

- How is this similar or different to how you currently approach coaching conversations? Where have you seen success? Where do you face challenges?

Agenda

Opening

Setting the Stage for Coaching Conversations

Communicating Feedback Clearly

Plan and Practice Coaching Conversations

Next Steps and Closing



Choose another teacher who you observed prior to this session.

Spend the next few minutes planning the Opening and Direct Feedback elements of the coaching conversation for your second teacher. Script exactly what you will say in the conversation.

ELISs and Lit Specialists: Partner with your leader to work through the planning process together.

Agenda

Opening

Setting the Stage for Coaching Conversations

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Next Steps and Closing



Respond to the questions on your exit ticket:

- If you are a school or center leader, answer the reflection questions for your role.
- If you are in a non-leader role, answer the reflection questions for your role.

Next Steps for Session 5:

For at least three teachers:

- Complete observations and observation reports
- Hone in on a key lever for each teacher
- Plan the Opening and Direct Feedback portions of your coaching conversations
- Hold coaching conversations with each teacher that include the Opening and Direct Feedback strategies



Take a few minutes to respond to the following questions:

How would you describe a complex, worthwhile text for use in a read aloud in a birth-five classroom? What characteristics would the book have?

Why is important to read complex texts to our youngest learners?

Choosing Complex Texts to Use in Read Alouds in Early Childhood Classrooms

Nevada Early Childhood Leadership Series

Session 4

Setting the Stage for Teacher Development Sessions

| Session | Teacher Development Strand |
|------------------|---|
| Session 1 | Setting a High Bar for Excellent Instruction in Early Childhood Classrooms |
| Session 2 | Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk |
| Session 3 | Building Oral Language - Using Conversation to Promote Vocabulary Development |
| Session 4 | Choosing Complex Texts to Use in Early Childhood |
| Session 5 | Engaging Students With Text-Based Questions and Vocabulary |
| Session 6 | N/A (Session 6 will be focused on putting all components of the Leadership Series together) |

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.
- Self-reported shift in teacher instructional practices in language and literacy from pre-training survey to end of year survey.
- Leaders gather classroom observation notes related to prioritized trainings to **assess if the content they present is leading to changes in practice in the classroom.**

Objectives

- Articulate why it is essential to provide all students with early reading experiences that are centered around a complex text
- Identify the key pre-reading and reading skills that students from the ages of birth through five must be able to master to support listening and reading comprehension
- Define text complexity in early childhood
- Evaluate texts to decide if they are worthwhile, complex, texts for early childhood classrooms

Agenda

Opening

Why Complex Texts Matter – In Early Childhood and In Life

Developmental Trajectory of Reading and Listening Comprehension Skills

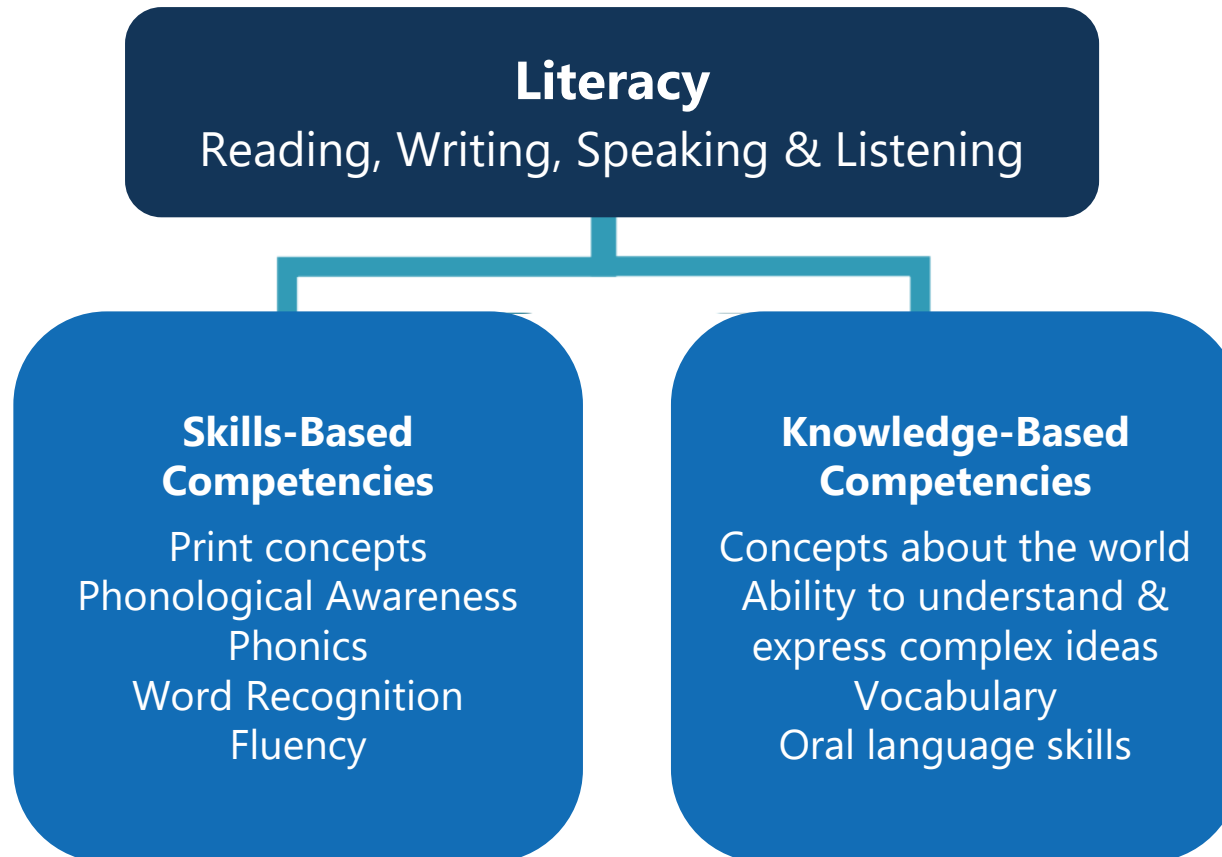
Choosing Complex Texts

Plan and Closing

**Pair/Share:**

- How would you describe a complex, worthwhile text for use in a read aloud in a birth-four classroom? What characteristics would the book have?
- Why is reading complex texts to our youngest learners important?

Students need instruction on foundational skills AND knowledge based competencies to become proficient readers.



In early learning, students need systematic, targeted instruction on foundational skills, in addition to practice with complex text through read aloud.

COMPREHENSION

- Focused on complex texts rather than decodable texts
- Texts are read aloud so students can build knowledge and engage with content that is beyond the complexity of what they can read alone
- Students respond to texts through discussion and, where appropriate, writing

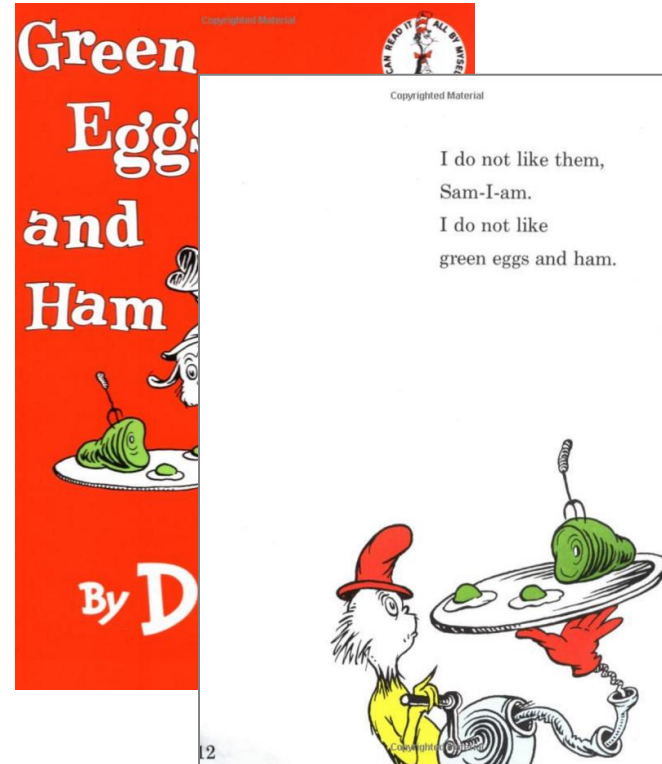
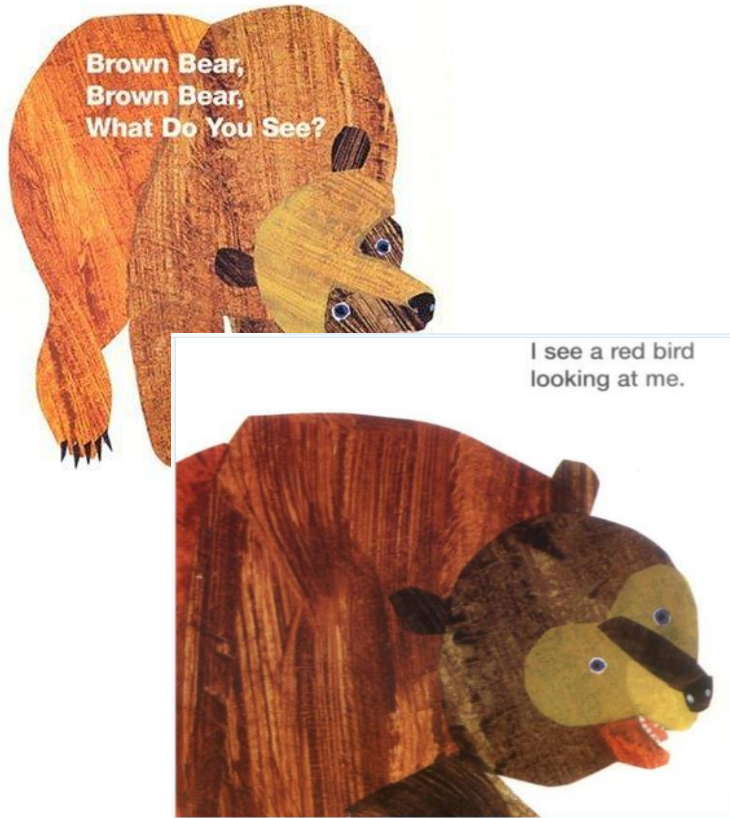
FOUNDATIONAL SKILLS

- Students learn and practice foundational skills (phonological awareness, phonics, concepts of print, etc.) that align to age-appropriate standards and meet students where they are
- Students have opportunities to practice decoding texts on their level
- Comprehension standards are not the primary focus

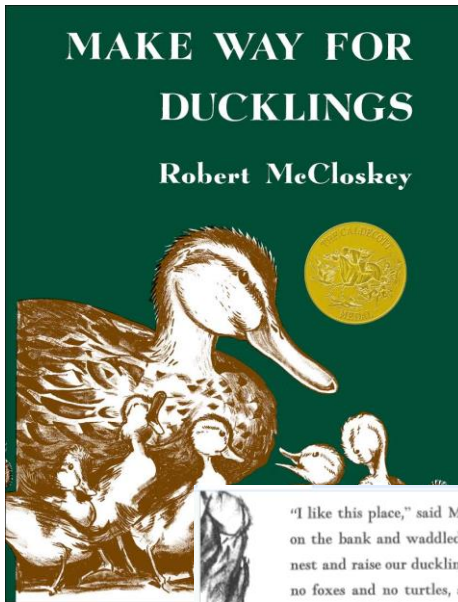
A common misconception is the role of complex texts in early literacy classrooms.

What do you notice is different about texts on this slide ...

Bill Martin Jr / Eric Carle

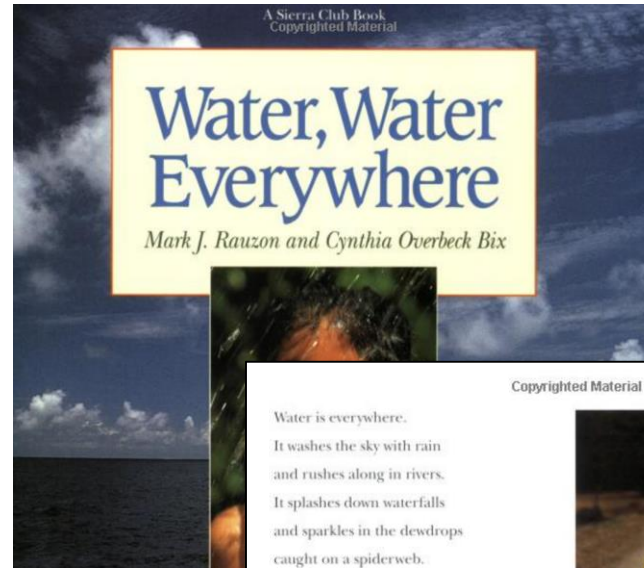


... versus this slide?



"I like this place," said Mrs. Mallard as they climbed out on the bank and waddled along. "Why don't we build a nest and raise our ducklings right in this pond? There are no foxes and no turtles, and the people feed us peanuts. What could be better?"

"Good," said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her. But—



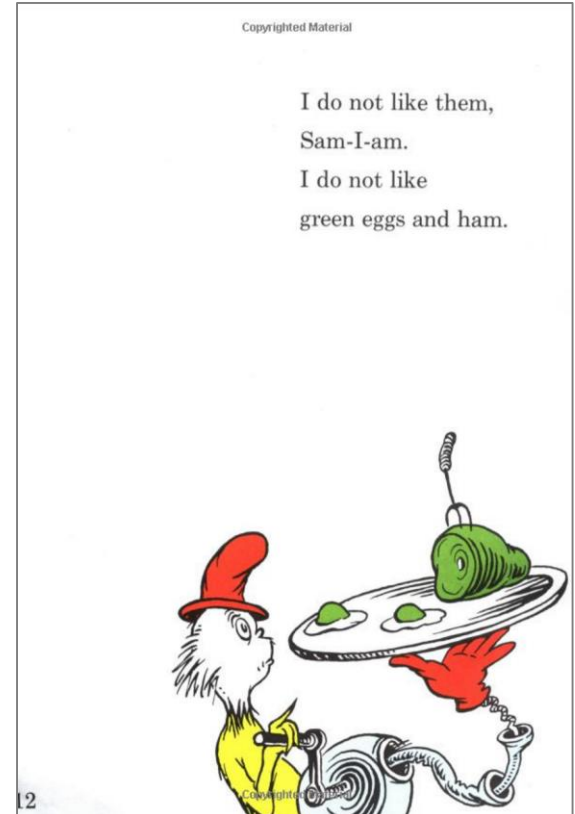
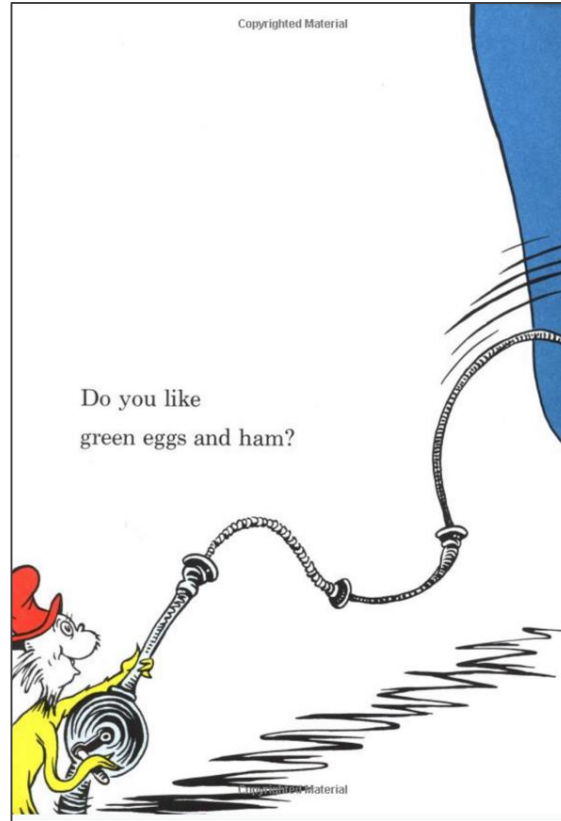
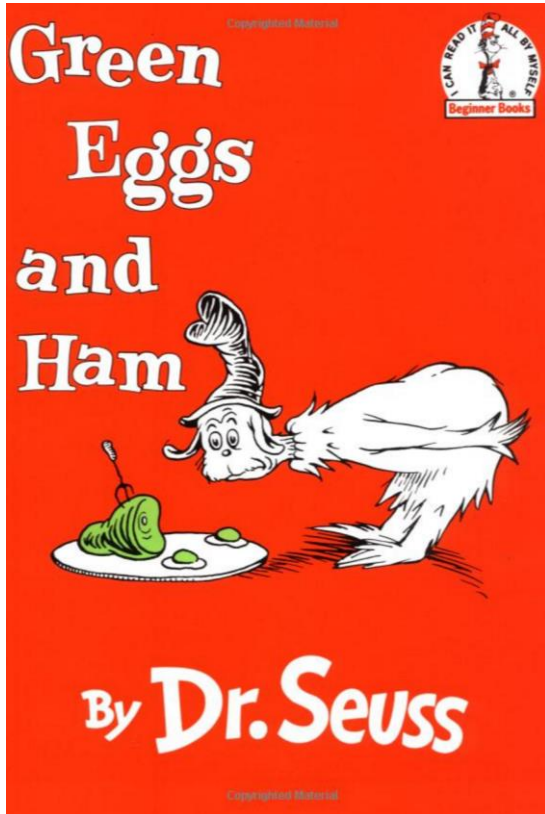
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Water is everywhere.
It washes the sky with rain
and rushes along in rivers.
It splashes down waterfalls
and sparkles in the dewdrops
caught on a spiderweb.

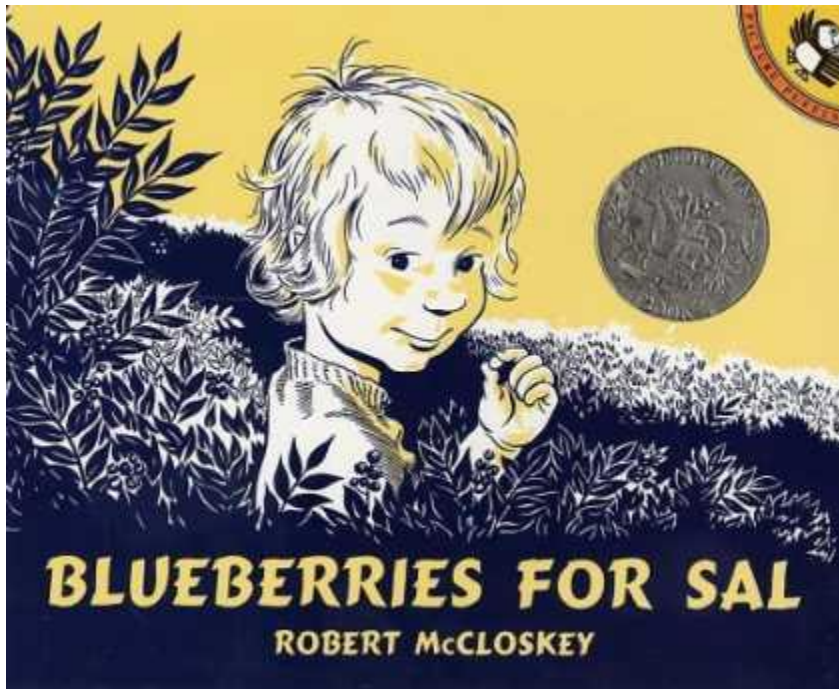
Water is part of every living thing.
The stems and leaves of plants,
the bodies of humans
and other animals —
all are made mostly of water.



Emergent reader texts are used to build and practice foundational skills.



And complex text is used to practice building meaning.



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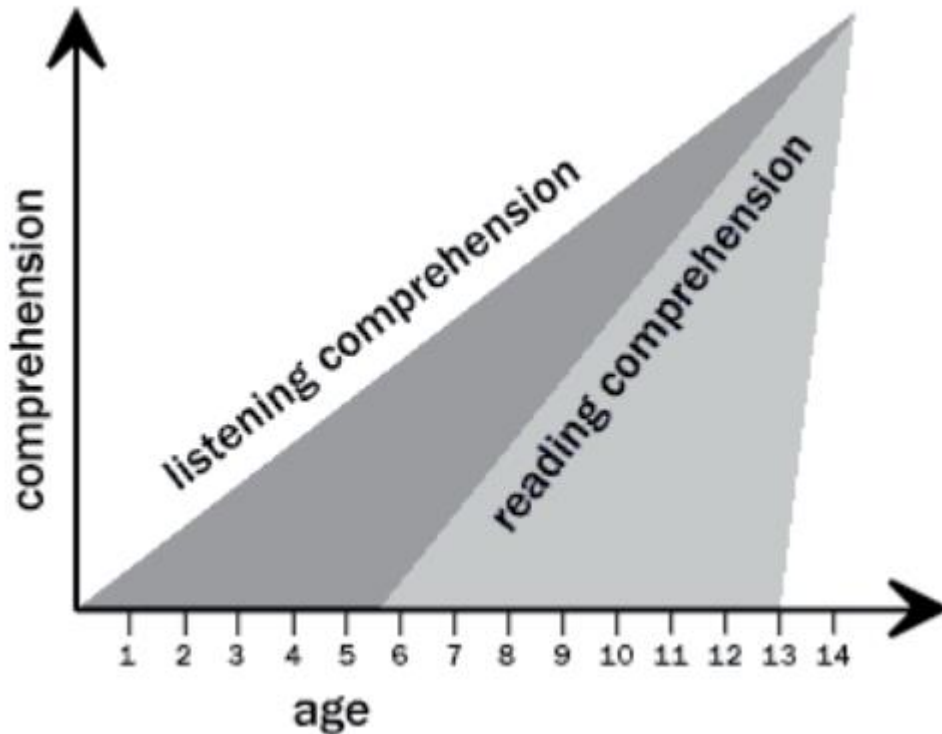
ONE day, Little Sal went with her mother to Blueberry Hill to pick blueberries.

Little Sal brought along her small tin pail and her mother brought her large tin pail to put berries in. "We will take our berries home and can them," said her mother. "Then we will have food for the winter."



In the early years, read alouds are an essential experience for developing knowledge and vocabulary in early readers.

Listening and Reading Comprehension, by Age



“Teachers can read aloud to build students’ knowledge of the world beyond their scope and to help students make connections from the known to the new. There is likely no better way to draw children in to the treasures stored in the written word than through reading aloud to them as much as possible.”

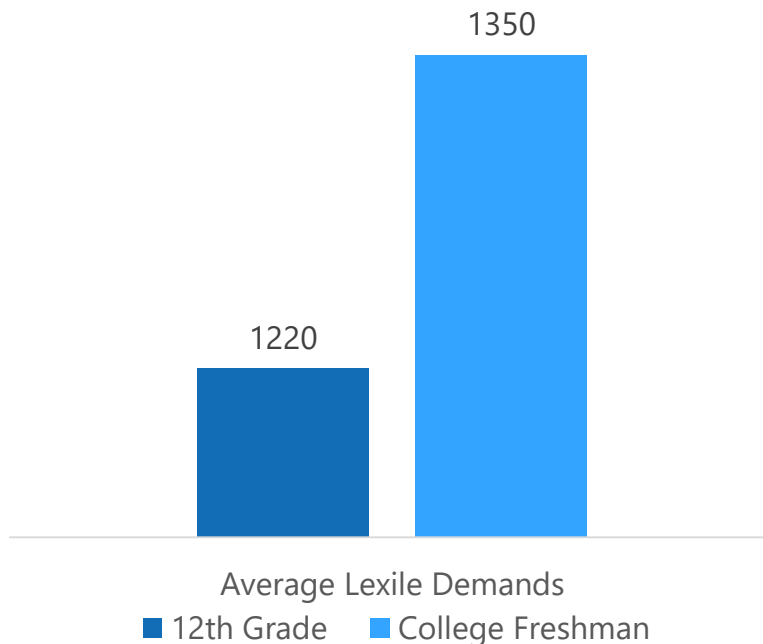
– David Liben, lead researcher for Appendix A of the CCSS

Why do we care if “the activity or lesson is focused on a high quality text?”

Three big reasons.

- 1 The high-school and college and career text complexity gap
- 2 The ability to read complex text correlates to college success
- 3 Complex text is where important ideas and knowledge can be found

Post-Secondary Lexile Demands



“To grow, our students must read lots, and more specifically they must read lots of ‘complex’ texts—texts that offer them **new language, new knowledge, and new modes of thought.**”
- Marilyn Jager Adams

Pause and Reflect.



Pair/Share. Reflect on the questions below:

- How has your thinking about complex texts evolved so far during this session? What have you learned that is new?
- What questions do you have so far?

Agenda

Opening

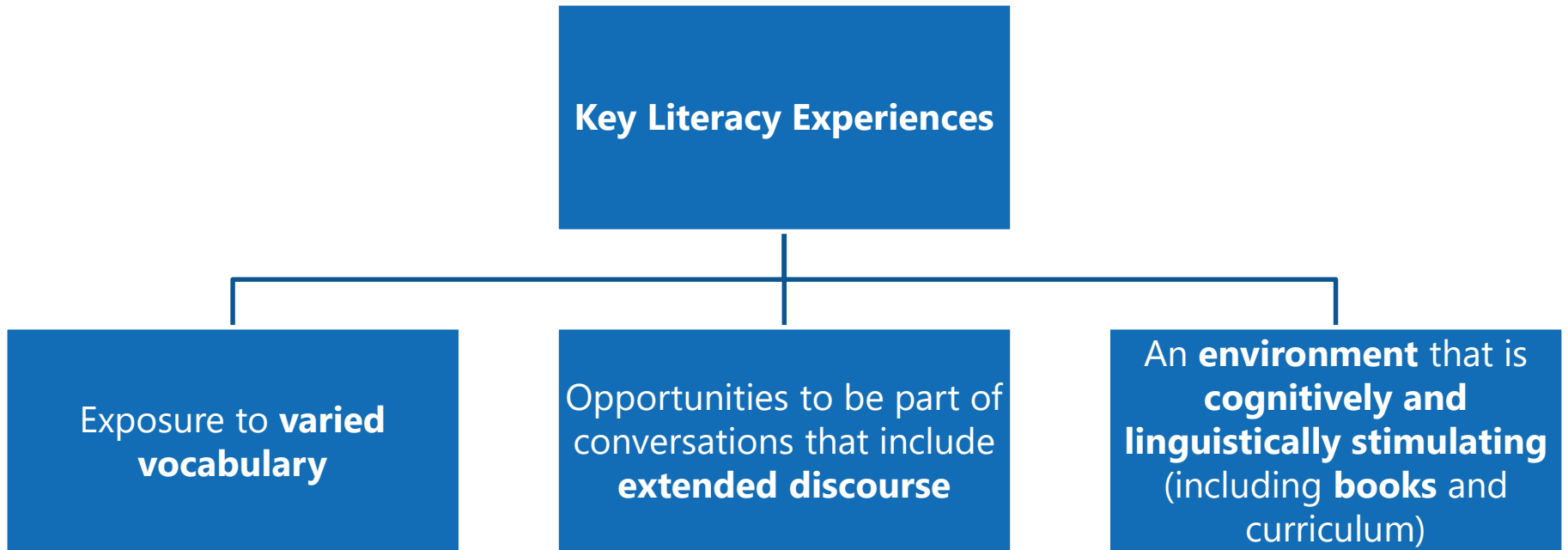
Why Complex Texts Matter – In Early Childhood and In Life

Developmental Trajectory of Reading and Listening Comprehension Skills

Choosing Complex Texts

Plan and Closing

Three Key Literacy Experiences for ECE Students



Key Idea:

It is critical to understand the key pre-reading and reading skills that students young children must master to support listening and reading comprehension.

| Content Standard 2.0: Reading Strategies | | |
|--|--|---|
| Indicator RS = Reading Strategies | Examples: Children will/may... | Supportive Practice: Practitioner/Adult will... |
| 2.PK.1 Identify the front cover of the book and know how to turn the pages when reading. | Show an understanding of how books are organized. Handle books with care and respect. | Model the appropriate way to handle books. Model the way to read (e.g., left to right). |
| ← 2.K.1 Demonstrate concept of print, word, and voice-to-print; identify author and illustrator. | Understand that books have meaning. | Encourage children to "read" to each other. |
| 2.PK.2 Ask questions or make comments pertinent to the story being read. | Begin to look over pages of books in an appropriate manner, (e.g., right side up). Pretend to read. | Point to words from left to right when reading; model how to turn pages. |
| ← 2.K.2 With assistance, use during reading strategies based on text and purpose to make predictions, identify key vocabulary, and make inferences. | Begin to demonstrate comprehension of the meaning of a story. Try to retell the story or predict what happens next. | Explain how a book works, by pointing out title, author, illustrator, etc. Encourage children to retell stories from their own or other illustrations. |
| 2.PK.3 Identify pictures to aid in comprehension. | Remember events and characters from a story. | Encourage children to recreate stories or life experiences through drawing or scribbling/writing. |
| ← 2.K.3 With assistance, use after reading strategies based on text and purpose to orally recall details; and orally restate main ideas. | Identify familiar objects in pictures. Express emotion and respond to pictures. Retell the story using the pictures. | Frequently read books to groups or individual children and allow them to respond to or expand on themes within the books. Provide books that allow children to lift flaps and further explore characters and themes. |

1. Independently reading the following:

- Pre-K Standards: Standard 2.0 Reading Strategies; Standard 3.0 Literary Text; Standard 4.0 Expository Text
- Infant and Toddler Early Learning Guidelines, Pre-Reading and Pre-Writing (for each age group)

2. Highlight any standards that pertain to: **engaging students with complex texts, using texts in read aloud, and/or reading & listening comprehension** across the ages.

3. In groups, map the major milestones that students will hit at each age in your handouts.

Reflecting on the Developmental Trajectories



How will understanding the reading comprehension milestones support your teachers in promoting literacy?

Agenda

Opening

Developmental Trajectory of Reading and Listening Comprehension Skills

Why Complex Texts Matter – In Early Childhood and In Life

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Plan and Closing



In effective early learning classrooms, we look for teachers to create read aloud experiences that indicate they are preparing students for kindergarten-readiness **AND for college and career.**

Handouts, Page 25

FOCUS AREA

OBSERVATION TOOL

Text-Centered

A majority of the activity is spent listening to, reading, writing, speaking or drawing about text(s).

Complexity

The text(s) are at or above the complexity level expected for the age group and time in the school year.

Knowledge

The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.



In the literacy observation tool, section 2 “Worthwhile Texts” addresses these three important focus areas.

2. WORTHWHILE TEXTS Is the activity focused on a high quality text(s)?

Note: This section should be used when observing teacher-directed activities such as read-aloud, circle time or small groups that involve a text-based activity; or during an activity at a center that is focused on a text. This will not be a focus of all observations.

- 1. A majority of the activity is spent listening to, reading, speaking, writing and/or drawing about **text(s)**. Yes No
- 2. Text sets for the unit include a carefully selected balance of informational and literary texts worth reading to build content knowledge and children’s knowledge of the world. Yes No

| Indicator | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
|--|--|--|---|--|
| 2a. The text(s) are at or above the complexity level expected for the grade and time in the school year (based on qualitative measures and reader-task considerations). | The text(s) are below the complexity expected for the age and time in the school year. | Some text(s) are at or above the complexity level expected for the age and time in the school year. | Most texts are at or above the complexity level expected for the age and time in the school year. | All text(s) are at or above the complexity level expected for the age and time in the school year. |
| 2b. The text(s) exhibit exceptional craft and thought; where appropriate the texts are richly illustrated. | The quality of the text(s) is low – they are poorly written and do not provide useful information. | The quality of the text(s) is low – they are poorly written though they may provide some useful information. | Texts provide some useful information, and are well-written. | All text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. |

| | | | | |
|---|--|--|---|--|
| | | | | The lesson was focused on developing deep content knowledge through reading. |
| 2c. The texts provide students with useful information about themselves or the world around them. | Children did not gain useful information from this text or lesson. | Children may have gained at least some knowledge through this text and lesson. | Children built some knowledge through this text and lesson. | The lesson was focused on developing deep content knowledge through reading. |



First consider, is this lesson focused on a text?

FOCUS

OBSERVATION TOOL

Text-Centered

A majority of the read aloud or activity is spent listening to, reading, writing, or speaking about text(s).

Complexity

The text(s) are at or above the complexity level expected for the grade and time in the school year.

Knowledge

The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

Ask yourself: Are students actually engaging with the text themselves by listening to, reading, writing, drawing, or speaking about the text?



Then consider the complexity of the text used in the lesson.

FOCUS

OBSERVATION TOOL

Text-Centered

A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).

Complexity

The text(s) are at or above the complexity level expected for the grade and time in the school year.

Knowledge

The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

We're going to explore text complexity in depth so that we can know how to help teachers plan, and identify what to look for in the classroom.



So, what is a complex text?

Some children's books provide more to think and talk about than others. To help children process complex texts in read-aloud discussions, it is important for teachers to first choose texts that can support complex interpretations.

FEATURES OF COMPLEX TEXTS IN EARLY CHILDHOOD

1. Engaging, complex plot
2. Round, well-defined characters
3. Rich language
4. Engaging, complex illustrations

Considering the features of complex text, is this text worth reading?

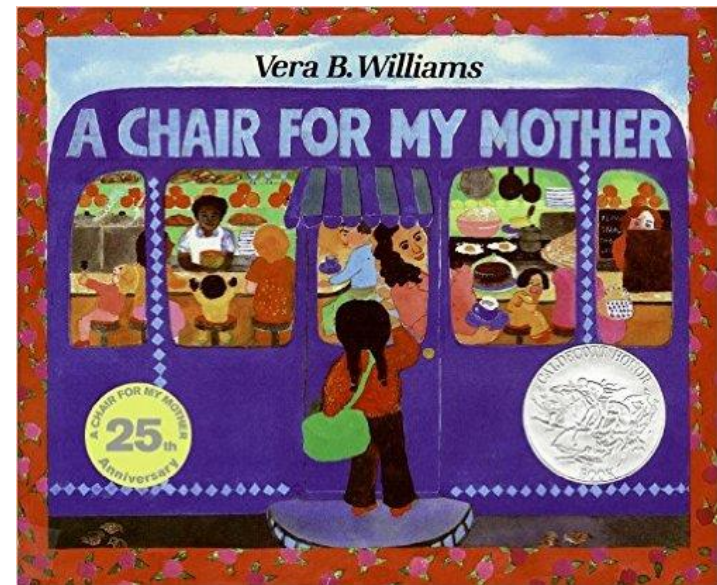
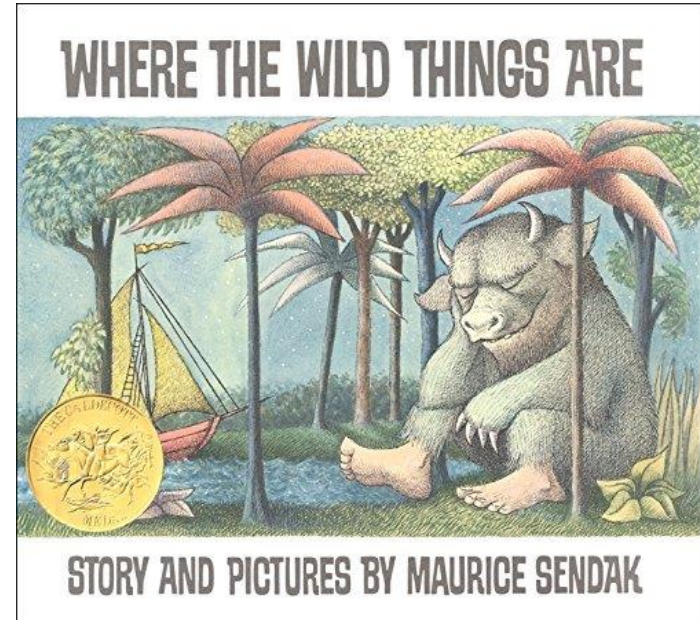


I. Engaging, complex plot

What it looks like

An engaging, complex plot interests readers and drives their desire to know what happens next, especially in relation to a story's resolution.

The main idea and problem of the story often need to be inferred; students need to use critical thinking to figure it out.





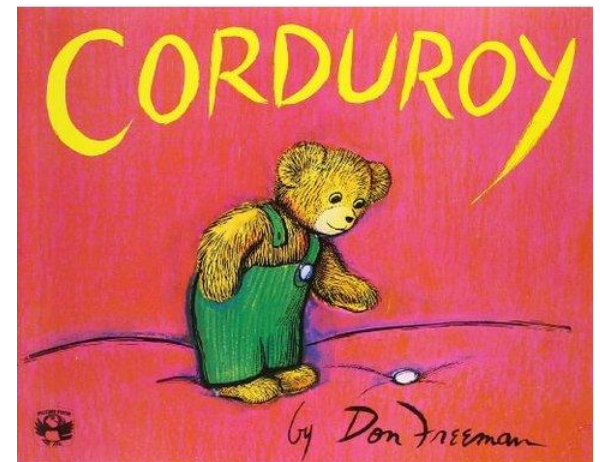
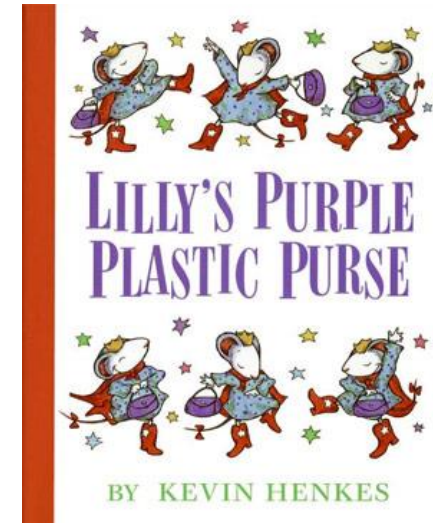
2. Round, well-defined characters

What it looks like

Round characters (rather than flat or one-dimensional) are dynamic, changing, and malleable and have clear personalities.

In contrast, flat (stock) characters are stable, fixed, and unresponsive to differences.

Round characters are like real people—they act, think, and speak differently depending on the immediate context.



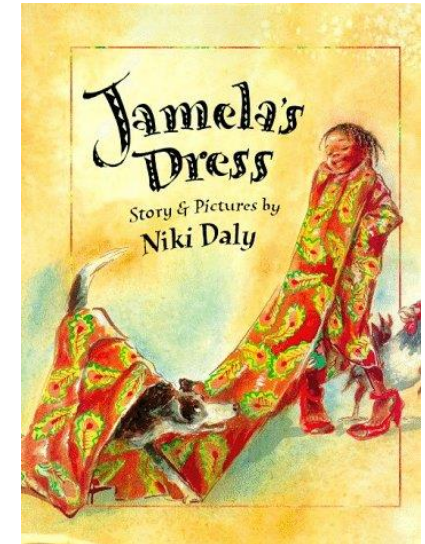


3. Rich language

What it looks like

Rich language includes words and phrases that develop complex meaning and vivid imagery for the reader. Such text introduces young readers to words that may be new or somewhat unknown, Tier 2 words, as well as to familiar words used in new ways (e.g., figurative language).

Texts with rich language require students to build understanding of the vocabulary and meaning of the words in order to be able to understand the text as a whole.





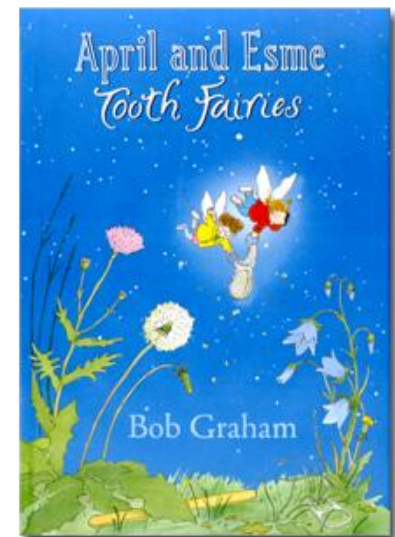
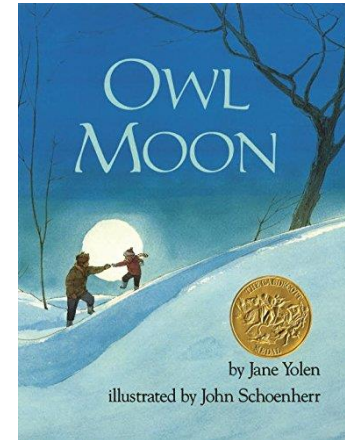
4. Engaging, complex illustrations

What it looks like

High-quality narrative picture books involve a blending of text and illustration to construct meaning. The meaning from the text and the illustrations are interconnected so that the whole is greater than the sum of its parts.

Complex illustrations aren't simply literal interpretations of the text, but often require some other background knowledge or inferences in order to understand their meaning.

Illustrations should be visually interesting and worth examining closely.





Reflect on the questions below:

- Which features of text complexity resonate with you the most?
- Are there other features you would include in your definition of complex texts?



Analyzing a Text: Group Practice – *Peter’s Chair*

Handouts, Page 28

Peter’s Chair
Handout

Directions:

1. Individually read *Peter’s Chair*.
2. In pairs, determine to what extent *Peter’s Chair* demonstrates each feature of complex texts. Provide evidence from the text to support your response.
3. Be prepared to share with the group.

FEATURES OF COMPLEX TEXTS IN EARLY
CHILDHOOD

EVIDENCE/EXAMPLES

1. Engaging, complex plot

Yes/No/Somewhat

2. Round, well-defined characters

Yes/No/Somewhat

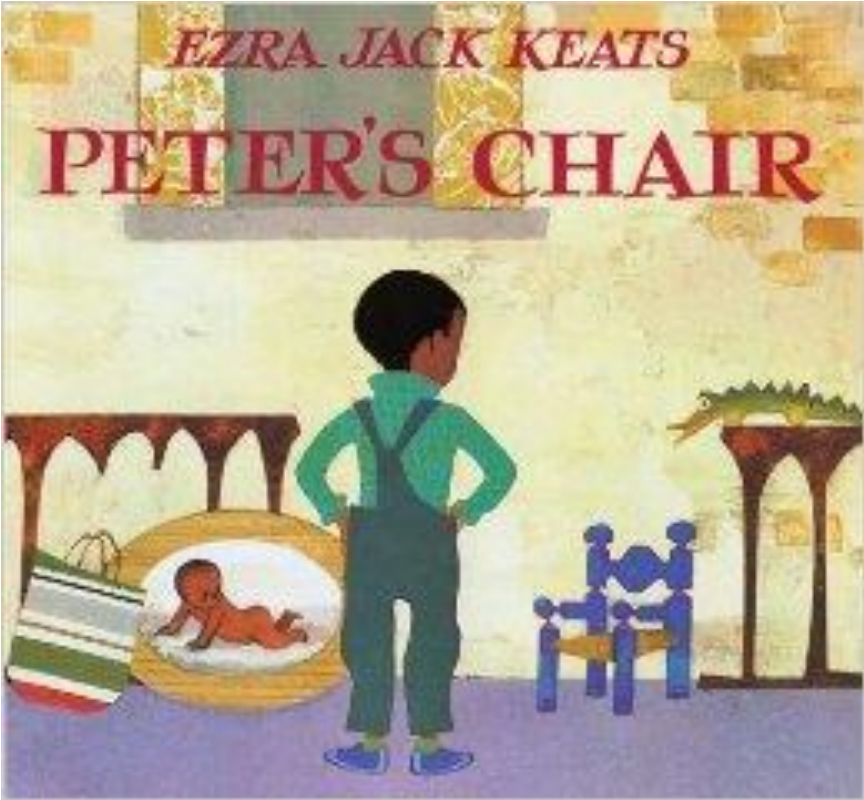
3. Rich language

Yes/No/Somewhat

4. Engaging, complex illustrations

Yes/No/Somewhat

Practice: Peter's Chair





Analyzing a Text: Individual Practice

Directions:

1. Take out one of the books you brought.
2. Individually, determine to what extent your book demonstrates each feature of complex texts. Provide evidence from the text to support your response.
3. Pair/Share. Share your responses with your partner. Partners provide push back and ask questions.

FEATURES OF COMPLEX TEXTS IN EARLY
CHILDHOOD

EVIDENCE/EXAMPLES

1. Engaging, complex plot

Yes/No/Somewhat

2. Round, well-defined characters

Yes/No/Somewhat

3. Rich language

Yes/No/Somewhat

**4. Engaging, complex
illustrations**

Yes/No/Somewhat



The final consideration about text selection is the quality of the text and whether or not it builds students' knowledge.

Handouts, Page 30

FOCUS

OBSERVATION TOOL

Knowledge

The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

Ask yourself:

1. Does the text build students' knowledge of the world around them? Are texts sequenced in a way that builds deeper knowledge over time, rather than bouncing from topic to topic?
2. Is the text worth reading and re-reading? Are there layers of meaning, complex language, etc. that are worth students digging into and exploring?



Directions:

1. Revisit the book you just analyzed.
2. Individually determine to what extent your book helps build knowledge and meets the expectations for quality by answering the guiding questions.
 - Does the text build students' knowledge of the world around them? Are texts sequenced in a way that builds deeper knowledge over time, rather than bouncing from topic to topic?
 - Is the text worth reading and re-reading? Are there layers of meaning, complex language, etc. that are worth students digging into and exploring?
3. Pair/Share. Share your responses with your partner. Partners provide push back and ask questions.



Directions:

1. Take out the books you brought. Select a book you haven't worked with yet. (Trade with your tablemates if necessary/helpful.)
2. Individually, determine to what extent your book demonstrates each feature of complex texts AND answer the guiding questions to assess whether the text builds knowledge.
3. Provide evidence from the text to support your response.
4. Pair/Share. Share your responses with your partner. Partners provide push back and ask questions.



Reflect on the questions below:

- How will using complex texts in read alouds support student literacy outcomes in your center or school?
- How will you hold teachers accountable to using complex texts in their read alouds?

Agenda

Opening

Developmental Trajectory of Reading and Listening Comprehension Skills

Why Complex Texts Matter – In Early Childhood and In Life

Choosing Complex Texts

Plan and 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 the Session 6 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 choosing complex texts? What tools will you create and provide them with?
- What challenges do you anticipate your staff may have with this?
- What is something you will do differently during your literacy observations as a result of today's session?



The questions below are for when you facilitate for your staff:

What are your next steps for ensuring that you are consistently choosing complex texts for read alouds?

How will you hold yourself accountable for doing this?

What questions do you still have about what you learned today? What feedback do you have about the session for the facilitator?

Next Steps for Teachers

- Plan to select complex texts for three upcoming read aloud experiences.
- Plan how you can incorporate complex texts more frequently into your reading activities.

Closing and Reflection

Nevada Early Childhood Leadership Series

Session 4

Session Objectives

- Reflect on key concepts learned during the day
- Articulate the next steps to take prior to next month's Leadership Series session
- Provide feedback on the day's sessions

Agenda

Reflecting on the Day

Looking Ahead to Session 5: Next Steps

Feedback Survey

Today we focused on best practices for communicating feedback to teachers, as well as how to choose complex, worthwhile texts for read alouds.



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?

Agenda

Reflecting on the Day

Looking Ahead to Session 5: Next Steps

Feedback Surveys

Prior to Leadership Series—Session 5:

Teacher Observations:

- Observe and rate three teachers. Complete an individual observation report for each teacher.
- Hone in on a key development lever for each teacher, and script the opening and direct feedback sections of your coaching conversation.
- Bring observation reports, key levers, and coaching conversation notes for those three teachers to next month's session.
- Continue to conduct observations, record ratings, and lead coaching conversations for all teachers. Bring observation ratings for all teachers with you to next month's training, for data entry and reflection.

Agenda

Reflecting on the Day

Looking Ahead to Session 5: Next Steps

Feedback Surveys

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