

# Opening & Reflection

Nevada Early Childhood Leadership Series

Session 5

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## Session Objectives

- Preview the scope of work for the day
- Reflect on using the *Check the Temperature*, *Share the Key Lever*, and *Map the Conversation* strategies and leading coaching conversations

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# Agenda

## Icebreaker

Session 5 Training Agenda

Reflecting on Coaching Conversations

**- ICE BREAKER -**

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# Agenda

Icebreaker

## Session 5 Training Agenda

Reflecting on Coaching Conversations

### 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.**

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## **Session 5 Overview—Modeling and Practice in Coaching and Building Vocabulary Through Text**

<b>TIME</b>	<b>SESSION TITLE</b>
<b>9:00-9:30</b>	<b>Opening and Reflection</b>
<b>9:30-10:35</b>	<b>Analyzing Classroom Observation Data</b>
<b>10:35-1:00</b> (include 10 minute break)	<b>Developing Teachers by Using Modeling and Practice</b>
<b>1:00-2:00</b>	Lunch
<b>2:00-3:40</b> (includes 5 minute break)	<b>Teacher Development Session: Engaging Students with Text-Based Vocabulary</b>
<b>3:40-4:00</b>	<b>Closing and Next Steps</b>

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# Agenda

Icebreaker

Session 5 Training Agenda

**Reflecting on Coaching Conversations**





**Reflect on using the *Check the Temperature*, *Share the Key Lever*, and *Map the Conversation* strategies. (If you need a reminder about these strategies, check page 4 of your handouts.)**

- If you are a school or center leader:
  - How have you applied these 3 strategies in the past month?
  - What impact have these strategies had on the coaching of your teachers?
  - What has been coming naturally to you? What has been challenging?
  
- If you are in a non-leader role:
  - How have you supported other leader(s) in using these strategies over the past month?
  - Where have you noticed leaders having success with these strategies? What is still posing challenges?



**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 **communicating** a key lever to your individual teachers?
- If you are in a non-leader role: How confident do you feel in supporting your leader(s) in these skills?
- 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 5

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## Session Objectives

- Enter and analyze observation data for teachers
- Script and practice the opening to a coaching conversation for a teacher that you observed prior to today's training
- Reflect on the challenges and successes of developing teachers

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# Agenda

## Opening

Entering and Reflecting on Data

Planning to Open Coaching Conversations

Closing

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## 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 the end of the training.

✓ **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 **communicating** a key lever to your individual teachers?
- If you are in a non-leader role: How confident do you feel in supporting your leader(s) in these skills?
- Why did you rate yourself this way? What will it take to feel more confident next month?

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# Agenda

Opening

**Entering and Reflecting on Data**

Planning to Open Coaching Conversations

Closing



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

### **Part I: Individual Reflection:**

- What trends did you notice amongst 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? (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?

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# Agenda

Opening

Entering and Reflecting on Data

**Planning to Open Coaching Conversations**

Closing

## Revisiting Coaching Conversations: Opening and Direct Feedback

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

During Session 4, we began to dig into delivering coaching conversations. We started by tackling the Opening and Direct Feedback portions of the conversation by learning about and practicing three distinct strategies: *Check the Temperature*, *Share the Key Lever*, and *Map the Conversation*.

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### CHECK THE TEMPERATURE

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.

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### SHARE THE KEY LEVER

When you *Share the Key Lever*, you communicate to your teacher exactly what skill you want them to help develop. You provide observation data and rationale to make sure the teacher understands what they will be working on and why it is so crucial.

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### MAP THE CONVERSATION

When you *Map the Conversation*, you specifically frame your goal(s) for the outcome of the coaching conversation and provide an agenda for the rest of the conversation.

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Take out an observation report for one of the teachers you observed this past month.

**With a partner, share:**

1. How the teacher that you are going to coach is doing overall in the lesson that you observed. Provide your rubric scores and your rationale.
2. Provide your partner with the key lever that you have honed in on for that teacher and why.

In a few minutes, your partner will be the “teacher” that you will be coaching, so provide them with the most important information prior to your practice.



Spend the next few minutes planning the Opening and Direct Feedback elements of the coaching conversation for your teacher. Script exactly what you will say in the conversation. Use the look-fors from the Feedback Cheat Sheet.

<p><b>Opening:</b> <i>Check the Temperature</i></p>	<ul style="list-style-type: none"><li>• Asking a relationship building question, like “How are you?”</li><li>• Share a positive that you noticed during the lesson or an area in which they have improved</li><li>• Asking about student learning in the lesson you observed, like “How did your students do answering the text-based questions in the read aloud I observed?”</li><li>• Making your opening shorter</li></ul>
<p><b>Direct Feedback:</b> <i>Share the Key Lever</i></p>	<ul style="list-style-type: none"><li>• Referring to a hard copy of the rubric</li><li>• Incorporating more data from your observation notes</li><li>• Telling the story of the ratings, i.e. “You’re minimally effective here because ...”</li><li>• Being direct and supportive with your feedback</li><li>• Narrowing your focus to fewer development areas</li><li>• Clearly stating the indicator of the rubric you’d like the teacher to improve</li><li>• Including a rationale for why this key lever is the most important thing to develop</li></ul>
<p><b>Direct Feedback:</b> <i>Map the Conversation</i></p>	<ul style="list-style-type: none"><li>• Sharing a clear agenda at the beginning of the conversation</li><li>• Stating directly what the growth area is so teachers understand what they are working on.</li><li>• Sharing the time frame for the conversation before you start</li><li>• Adjusting your tone to convey urgency</li></ul>

### Practice *4 mins.*

- When indicated by the facilitator, the taller leader will practice their coaching conversation first. You should **lead only the Opening and Direct Feedback portions** of your coaching conversation.
- If you are the teacher in the first practice, you will go along with what your leader is outlining and respond appropriately.
- You should practice and **stay in your role for the entire three minutes**. If you get through your entire script, go to the top and start practicing again. (Note that if you are finished in under 3 minutes, you may want to reflect on if there were important pieces of information missing from your plan.)

### Feedback *1 min.*

- After 3 minutes has passed, the facilitator will cut off practice.
- The teacher now becomes the coach and provides the leader **one glow and one grow using the Feedback Cheat Sheet**.
- After feedback, roles switch and the shorter partner practices their coaching conversation.



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# Agenda

Opening

Entering and Reflecting on Data

Sharing Observations and Key Levers

**Closing**



### 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 all of this work?
- How might these strategies and techniques support you in your own role?



**Over the course of the Leadership Series so far, you have seen several examples of modeling, as well as the power of practice in action. Think back to those experiences and respond to the following questions:**

- How would you define “modeling”? How has it helped you as a learner in previous sessions?
- What is a time that you have practiced something in the past? What did you practice and what was the result?

# **Developing Teachers by Using Modeling and Practice**

Nevada Early Childhood Leadership Series

Session 5

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## Session Objectives

- Explain the power of practice, specifically as it relates to developing teachers
- Understand how to implement modeling and practice in feedback conversations to accelerate teacher development
- Describe the key strategies for developing teachers using leader modeling and teacher practice
- Practice applying the strategies of modeling and practice in feedback conversations

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# Agenda

## Opening

The Power of Practice

The Role of Modeling in Coaching Conversations

The Role of Practice in Coaching Conversations

Next Steps and Closing



**Over the course of the Leadership Series, you have seen several examples of modeling, as well as the power of practice in action. Think back to those experiences and respond to the following questions:**

- How would you define “modeling”? How has it helped you as a learner in previous sessions?
- What is a time that you have practiced something in the past? What did you practice and what was the result?

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# Agenda

Opening

## **The Power of Practice**

The Role of Modeling in Coaching Conversations

The Role of Practice in Coaching Conversations

Next Steps and Closing



## Teachers Are Performers



# They Are Sometimes Great



**...And Sometimes Not**



## Practice is the Difference



## We Have Some Catching Up to Do



**..and your coaching can make all the difference in teacher performance.**





**Discuss the following with your tables:**

What are some of the likely benefits of using modeling and practice in the teaching profession? In coaching and debrief conversations?

How is this similar to how you learned to improve as a teacher (if applicable)? How is it different?

As you start to think about using modeling and practice as a development tool for your teachers, how do you think they will respond?

**Be prepared to share!**

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# Agenda

Opening

The Power of Practice

**The Role of Modeling in Coaching Conversations**

The Role of Practice in Coaching Conversations

Next Steps and Closing



Coach Action	Coaching Techniques
Prepare & Plan	<ul style="list-style-type: none"> <li>• Observe and take low-inference notes</li> <li>• <i>Hone In on a Key Lever</i></li> </ul>
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**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 the following:**

- How do I use modeling to help Ms. Nancy understand where she needs to develop? What do I do and say?
- How do I facilitate the teacher's practice in this conversation? What do I do to make sure the teacher is practicing effectively?

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



### At your tables:

- Debrief what you noticed that was **effective** in the model. What did I do and say that helped the teacher develop? (Use the criteria listed on the Feedback Cheat Sheet as a guide.)
- Where did you notice examples of modeling? Where did you see examples of teachers practicing? What did Ms. Nancy and I do during modeling and practice opportunities?

## Key Idea

In your coaching conversations, you should *Paint a Picture of Excellence* by describing the specific skill you want the teacher to acquire in sharp detail, including both how it should be implemented and why it is crucial for student achievement.

### **To effectively *Paint a Picture of Excellence*:**

- First, **describe the most important elements** of the skill you want the teacher to develop. Pro tip: have the teacher take notes as you describe the skill, or provide them with this key information
- **SHOW the skill “in action”** to your teacher:
  - Stand up and **model the skill yourself**, as though you were the teacher (be authentic with your teacher persona)
  - **Show a video** of the skill being done effectively
- Reflect on the model by **asking the teacher what they noticed in your model**. They should be able to name the key things you did to effectively model the specific skill they are developing.
- **Make sure to plan your model in advance!** You want to make sure that you are truly showing “excellence” to your teachers. Model the skill exactly the way you will want your teachers to practice it.



**Watch this short clip that shows *Paint a Picture of Excellence* in action. As you watch, reflect on the following:**

- Where do you notice the criteria for *Paint a Picture of Excellence* being used effectively in this example?
- What are the benefits of modeling skills for your teachers? What are the benefits of debriefing your model before immediately moving onto practice?

### Plan:

- ➔ Choose one teacher who you observed this past month, and started to think through coaching conversation points. You will now plan the Model section of a coaching conversation for this teacher.
- ➔ Using what you have just learned about using modeling in a coaching conversation, script what you would say to this teacher to *Paint a Picture of Excellence*. Remember to carefully plan **exactly** what you will model.

### Practice:

- ➔ When prompted by the facilitator, you will practice delivering the Model portion of your conversation with your elbow partner. The person who is wearing the most colors will go first.
- ➔ After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Paint a Picture of Excellence* **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.



### **On a post-it:**

In your own words, write the definition for *Paint a Picture of Excellence* and one way to use this technique successfully. Share your definition and criteria with your tablemates and add anything you forgot, then hang your post-its on the chart paper.

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# Agenda

Opening

The Power of Practice

The Role of Modeling in Coaching Conversations

**The Role of Practice in Coaching Conversations**

Next Steps and Closing



Practice is iterative rehearsal of activities done with intentional focus on improved results.

### Effective practice:

- Is carefully **designed** and **planned**
- Provides **feedback** on performance
- **Yields success**: learners feel the difference
- Gives learners a **model** of success

## Key Idea:

When you identify a skill gap that you plan to focus on with your teacher, practice during a coaching conversation is a reliable way to kick off development and set the table for rapid improvement. Along with *Paint a Picture of Excellence*, *Practice It* is the most indispensable part of any coaching conversation.

### To effectively *Practice It*:



- Have a **specific goal** in mind so you know exactly what you are looking for as the teacher practices
- Go from **simple to complex**—give opportunities to practice in stages by allowing the teacher to get comfortable with small chunks and layering on complexity
- If your teacher is struggling, **give a quick model** of what you are looking for again or make your model even more specific
- Insist that your teacher **practice exactly the way that you modeled a skill**
- After a round of practice, **provide a bite-sized way** that the teacher can continue to improve in a second round of practice
- **Get past nice** as you provide feedback, but limit yourself to concise, bite-size chunks







**Watch this short video that shows *Practice It* in action. As you watch, reflect on the following:**

- Where do you notice the criteria for *Practice It* being used effectively in this example?
- What are the benefits of having your teachers practice strategies during coaching conversations? Why is it important to practice multiple times, with feedback in between each round?

### Plan:

-  Continue focusing on the teacher that you have already started planning a coaching conversation for.
-  Using what you have just learned about *Practice It*, script what you would say to this teacher to facilitate practice during the coaching conversation. You should also script what you would expect your teacher to say/do during practice so your expectations are clear and you'll know what to push for.

### Practice:

-  When prompted by the facilitator, you will practice delivering the Practice portion of your conversation with your elbow 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 *Practice It* **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:

- What are the most important things to consider and remember when using *Practice It* in coaching conversations?
- What are potential pitfalls to avoid? What are the best ways to support teachers who continue to struggle?



While it may seem a bit counter-intuitive, planning the Model and Practice are often the best things to plan **first** when you have identified a key lever and are preparing for a coaching conversation. Once you know what skill you want your teacher to improve, you then need to **plan for how they need to practice** in order to master that skill.

### **With that in mind:**

- Choose another teacher who you observed prior to this session.
- Spend the next few minutes planning the Model and Practice elements of the coaching conversation for your second teacher. Script exactly what you will say in the conversation, especially the model.

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# Agenda

Opening

The Power of Practice

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**Next Steps and Closing**



### Respond to the following questions on your exit ticket:

- How confident do you currently feel in using *Paint a Picture of Excellence* and *Practice It*? What is coming naturally? What will you need to continue to develop?
- What are your next steps to apply this to your own practice?
- How will you use the strategies you learned today to coach and develop your teachers (or leaders) right away?





During our teacher development sessions, there has been a distinct focus on building student language and vocabulary skills as well as using complex texts to build student comprehension. In our final session today, we will bring everything together by discussing how we can use complex vocabulary within high-quality texts to continue to build students' expressive vocabulary and content knowledge.

**Reflect on the following questions:**

- How does your staff currently teach text-based vocabulary during read alouds?
- How do students practice vocabulary during read alouds?
- How does staff select focus vocabulary to teach through read alouds?

# Engaging with Vocabulary in Complex Texts

Nevada Early Childhood Leadership Series

Session 5

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## Objectives

- Understand the importance of engaging students in complex texts during read alouds
- Identify key vocabulary to teach within a complex text
- Describe strategies to effectively teach vocabulary within a read aloud
- Plan questions that promote student engagement with key vocabulary from the text

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# Agenda

## Opening

Why Read Aloud and Complex Vocabulary Matter

Identifying Complex Vocabulary Within Texts

Strategies to Teach Complex Vocabulary Through Text

Planning to Teach Text-Based Vocabulary

Closing



During our teacher development sessions, there has been a distinct focus on building student language and vocabulary skills as well as using complex texts to build student comprehension. In our final session today, we will bring everything together by discussing how we can use complex vocabulary within high-quality texts to continue to build students' expressive vocabulary and content knowledge.

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# Agenda

Opening

## **Why Read Aloud and Complex Vocabulary Matter**

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Closing

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**In early learning, students need frequent practice with complex texts through read aloud to practice building meaning and to practice with complex vocabulary.**

## **READ ALOUD**

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Read-aloud is an instructional practice during which teachers read texts (often repeatedly) aloud to children. Through read-alouds **students develop vocabulary**, reinforce foundational literacy skills, **practice comprehension** and discussion of complex texts, and **build knowledge about the world** around them that will be essential for their comprehension in later grades.

### **Why is it essential our students engage in Read-alouds?**

Read-alouds are an extremely effective instructional strategy in Early Childhood classrooms:

- They place **complex text** at the center of each lesson
- Allow students to **build knowledge about the world**
- Begin to **make meaning from text**
- Acquire **Tier 2 and Tier 3 vocabulary**
- Practice **early language** and **literacy skills**



**We have spent a significant amount of time focusing on vocabulary in a variety of ways throughout the Leadership Series.**

- Why is developing our students' vocabularies critically important? What is at stake?
- How will you continue to emphasize complex vocabulary in your center or school? In your classrooms?



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# Agenda

Opening

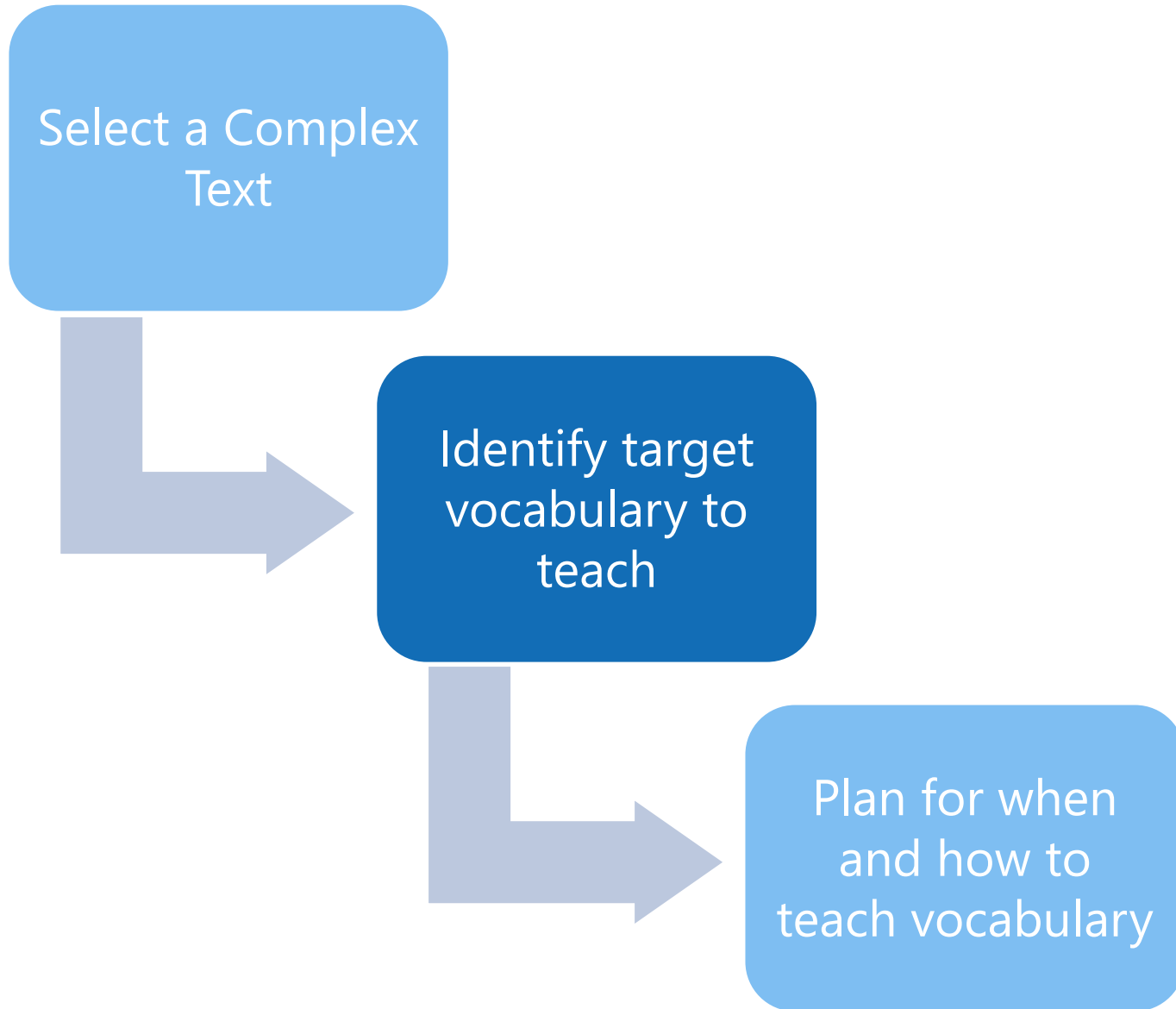
Why Read Aloud and Complex Vocabulary Matter

## **Identifying Complex Vocabulary Within Texts**

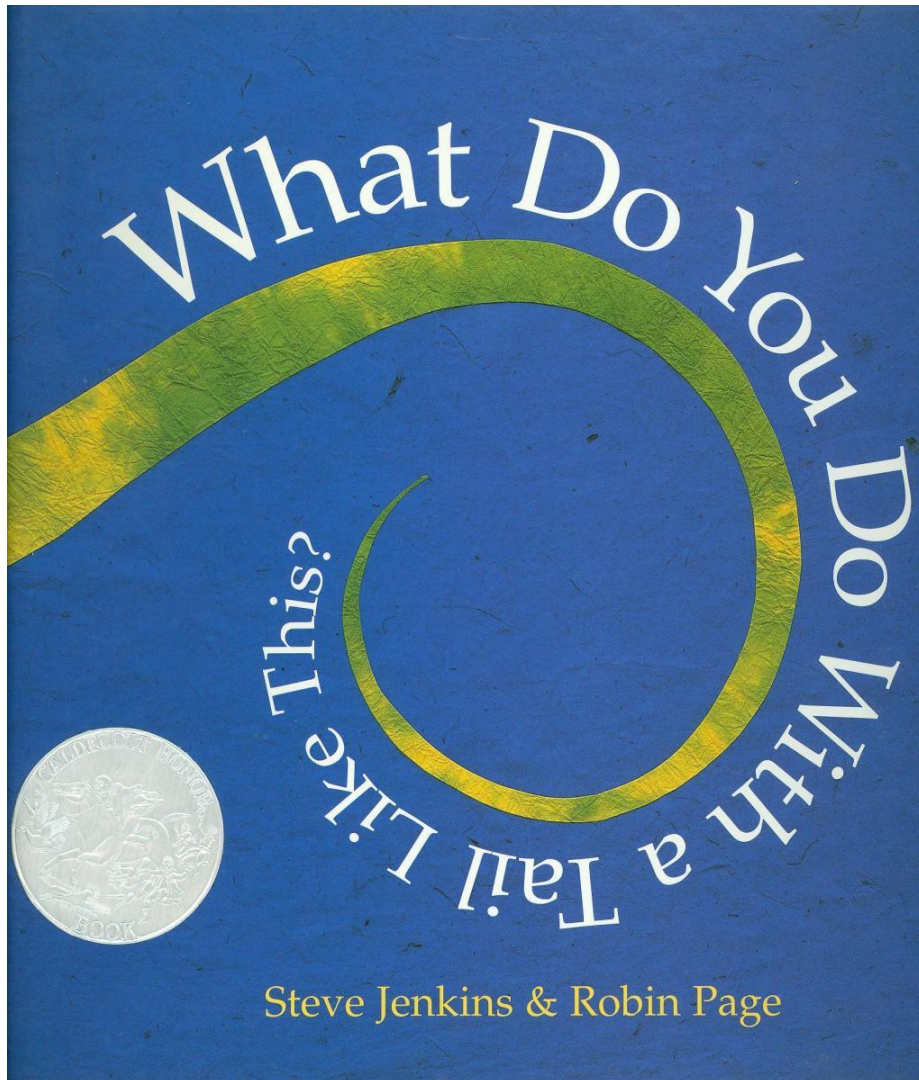
Strategies to Teach Complex Vocabulary Through Text

Planning to Teach Text-Based Vocabulary

Closing



- 
- STEP 1** Identify vocabulary that connects to the key ideas of the story.
- 
- STEP 2** Identify vocabulary that will build students' content knowledge on a topic.
- 
- STEP 3** Identify vocabulary terms that are complex and high-utility and likely to be encountered in future reading and studies.
- 
- STEP 4** Prioritize the vocabulary that you identified. Which terms will be most important for students to know in order to understand the story? Which vocabulary can be taught briefly while reading?
-



As we think aloud through the steps of selecting target vocabulary in a complex text, take notes on how you think about each step and how you arrive at your vocabulary selections.

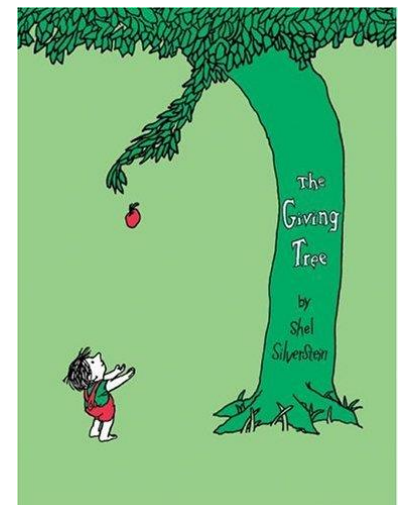
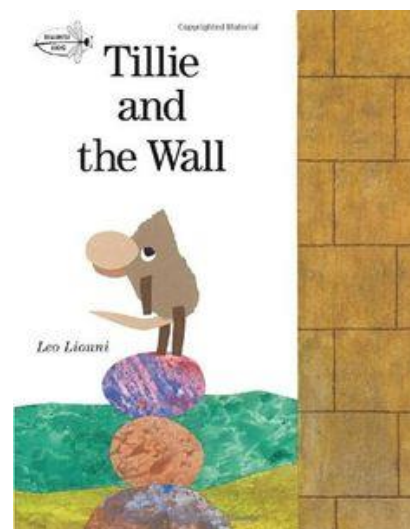
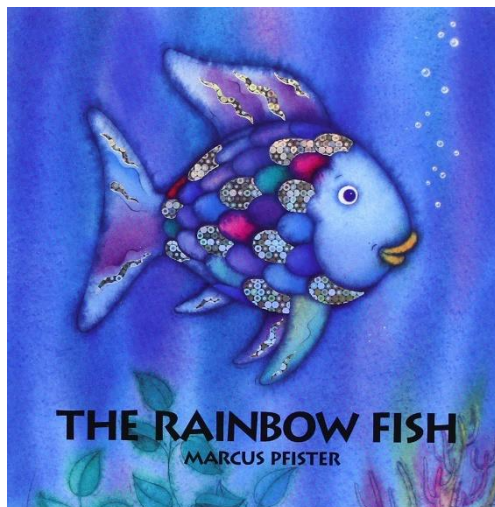
**Target Vocabulary:**

- Capture
- Leap
- Squirt
- Sting
- Underground
- Pesky
- Ledge
- Stinky
- Tiny
- Clearly



## With a partner at your table:

- Choose one book for the two of you to dig into.
- Quickly review the book.
- Use the steps to select target vocabulary that you would want to teach students during this read aloud.
- Be prepared to share and explain your choices!





How will this process support your teachers in choosing the very best vocabulary to teach their students during read alouds?

How does this connect to work we did earlier in the Leadership Series about promoting complex vocabulary through conversation and self- and parallel-talk?

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# Agenda

Opening

Why Read Aloud and Complex Vocabulary Matters

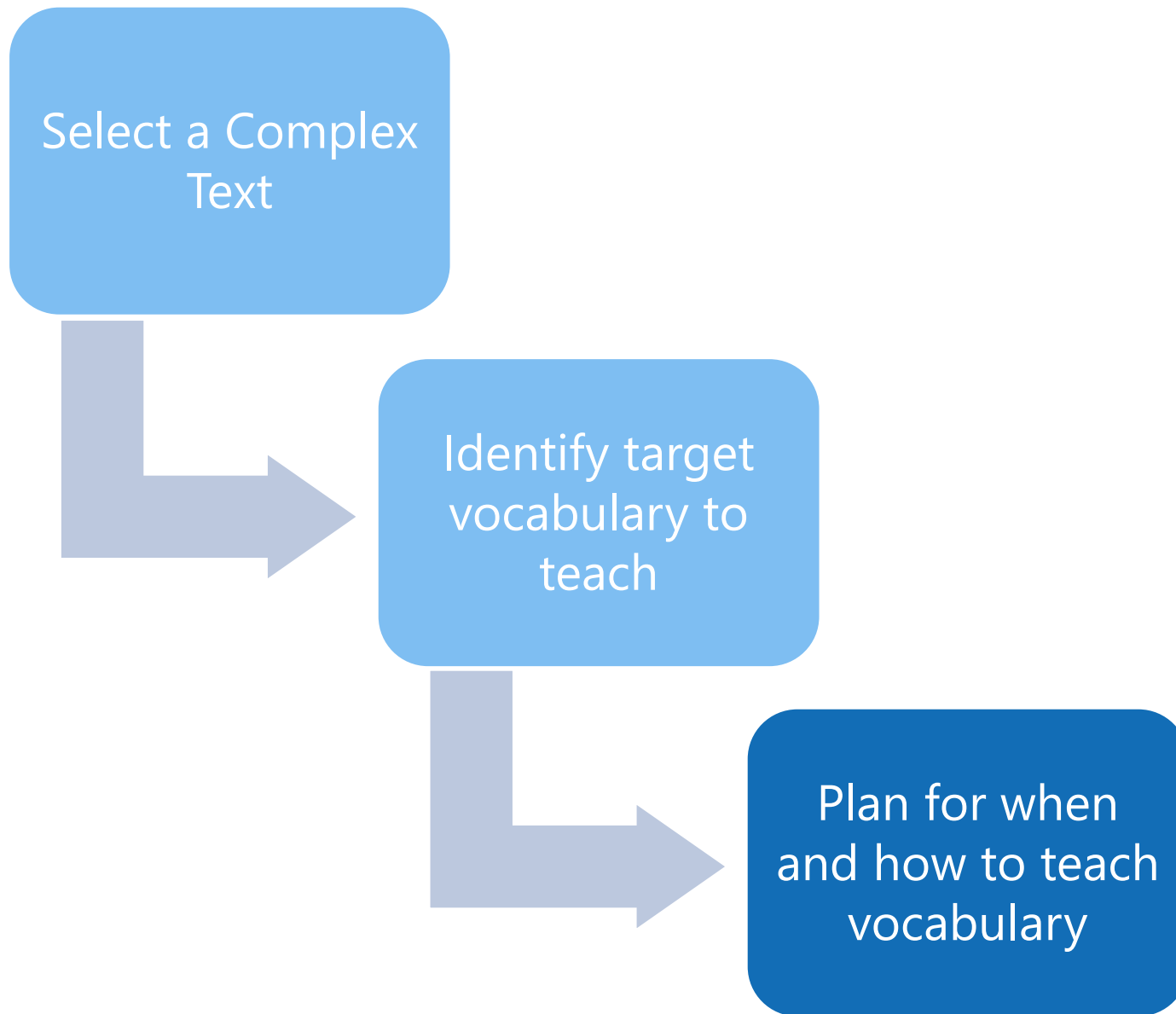
Identifying Complex Vocabulary Within Texts

**Strategies to Teach Complex Vocabulary Through Text**

Planning to Teach Text-Based Vocabulary

Closing

## Planning a Read Aloud





## THE SHORT ANSWER...

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**ALL THE TIME!** We know that the more exposure students get to complex vocabulary, the stronger their receptive and expressive vocabularies will be. This is an approach of both quantity AND quality. Teaching complex vocabulary at all stages of a read aloud supports the language growth that is critically important to long-term student success.

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## IN PLANNING AND EXECUTION...

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**Before the read aloud begins:**  
**Frontload** the most important 2-3 vocabulary terms.

**Throughout the read aloud:**  
Draw student attention to and teach vocabulary as it occurs throughout in an **integrated** way.

**After the read aloud: Connect and extend** the vocabulary into other elements of instruction.

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### Key Idea:

Frontloading is when we **select 2-3 vocabulary words** that students will **need the most** in order to understand the text. These select words should be the highest utility to add to their vocabulary.

When we Frontload:

- We expose **students repeatedly to the word** itself, as well as a **tangible or photographic example** of that vocabulary word so they can visualize it.
- Then, **repeat the vocabulary word** several times and **have students chorally articulate** the word as well.
- If any of the words lend themselves to acting them out, **demonstrate the words through acting** and have students join in as well.

**Let's now take a look at Frontloading in action.**

## Key Idea:

The Atlanta Speech School designed a highly effective strategy for teaching vocabulary authentically and intentionally throughout a read aloud called "**PAT**" the vocabulary.

- PAT is an acronym that stands for:
  - **Point:** to illustrations in the book that match the vocabulary
  - **Act:** out words whose meanings can be shown through action or facial expressions
  - **Tell:** the meaning of words that need to be defined to understand the story

When we "PAT" the vocabulary:

- First, **flag additional vocabulary** that you want to briefly highlight or explain in an integrated way during your reading of the text.
- Then, **decide if you will point, act, or tell that word to your students.** Have students engage with the vocabulary as well by chorally repeating the word, definition, and/or actions.

**Let's now take a look at "PAT" the vocabulary in action.**

### Key Idea:

It is critically important to design questions that engage students specifically with vocabulary so that they have the opportunity to practice using and understanding target vocabulary to build content knowledge and language skills.

To write text-based vocabulary questions:

- Identify the vocabulary words that are most important for students to understand in order to engage with the content in the text.
- Write questions that:
  - Ask students to define or explain the vocabulary words. Push students to define terms using other evidence from the text when possible.
  - Include those vocabulary terms as part of the question and encourage students to use the terms in their response.

## Key Idea:

Make sure the vocabulary that was highlighted **continues throughout the day!**

When we Extend the vocabulary:

- Initiate conversations with students that include that vocabulary
- Continue to utilize the vocabulary yourself so students continue to hear it
- Set up independent and guided learning activities that prompt students to utilize that vocabulary
- Make the vocabulary known to families so it can be reinforced at home

**What else would you do to Extend the vocabulary?**

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## Reflecting on Teaching Vocabulary Through Text



How will this vocabulary planning process support your teachers in emphasizing complex vocabulary throughout every read aloud? Throughout the rest of the day?

Which strategy do you think will make the biggest impact on instruction in your center or school? Why?

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# Agenda

Opening

Why Read Aloud and Complex Vocabulary Matters

Identifying Complex Vocabulary Within Texts

Strategies to Teach Complex Vocabulary Through Text

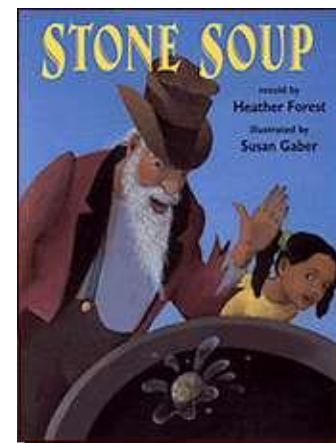
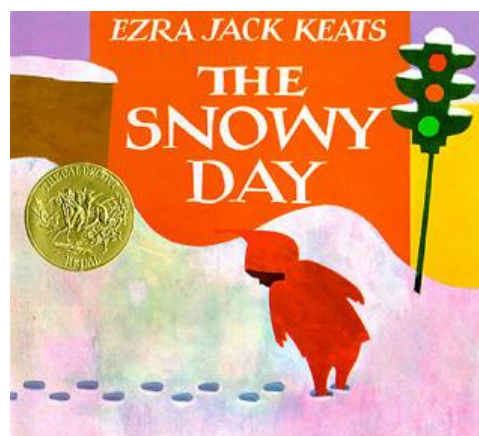
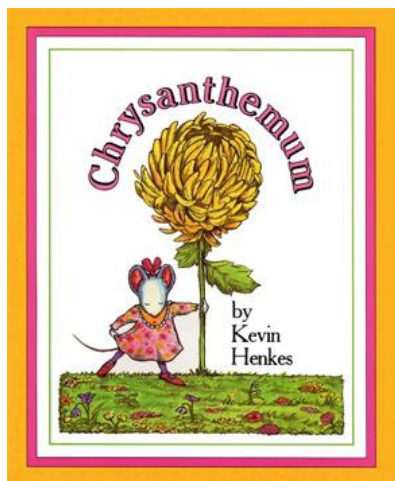
**Planning to Teach Text-Based Vocabulary**

Closing

Time of Read Aloud	Target Vocabulary	How Students Will Be Exposed and Practice
<b>Before Reading</b>	Capture Leap Squirt Sting	-Students will hear and repeat each vocabulary word several times -Students will see an accompanying picture of the vocabulary word -Students will act out each vocabulary word by: <ul style="list-style-type: none"> <li>• Pretending to “capture” something in the air</li> <li>• Standing and taking a “leap” away from the carpet</li> <li>• Pretending to “squirt” a ketchup bottle</li> <li>• Pretending to be a bee and “sting”ing their leg</li> </ul>
<b>During Reading</b>	Underground Pesky Stinky Tiny Clearly Ledge	PAT the Vocabulary: Underground, or “beneath the dirt” (point to picture) Pesky, or “annoying” (tell the definition briefly, provide example) Stinky, or “really smelly” (pinch nose) Tiny, or “very, very small” (make very small motion with fingers) Clearly, or “very well” (tell the definition briefly, provide example) Text-Based Vocabulary Questions: Based on the picture, what do you think the word “ <b>pesky</b> ” might mean? Why do you think moles make their way <b>underground</b> ? What must it be like down there? Why do mountain goats have to do so much <b>leaping</b> ? What in the picture helped you figure that out?
<b>After Reading</b>	All vocabulary from above	<ul style="list-style-type: none"> <li>• Students will be prompted to act out, draw, or write about all vocabulary in centers</li> <li>• Students will choose one verb to act out from “before reading” when transitioning, lining up, etc.</li> <li>• Closing activity will be vocabulary charades during closing circle.</li> </ul>



- 1 Select the most important target vocabulary from the read aloud book that you brought with you. Use the four steps to guide your thinking.
- 2 Using the vocabulary you identified, plan for how you would teach the vocabulary before, during, and after your read aloud.
- 3 Share your vocabulary and your plan with a partner at your table. Provide feedback and revise your plan as necessary.



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## Pause and Reflect.



### **Reflect on the question below:**

- How has your thinking about vocabulary and text evolved during this session?

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# Agenda

Opening

Why Read Aloud Matters

Planning a Read Aloud

Identifying Complex Vocabulary Within Texts

Strategies to Teach Complex Vocabulary Through Text

Planning to Teach Text-Based Vocabulary

**Closing**



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

- What are your key takeaways about identifying and teaching text-based vocabulary?
- How will you support your teachers in using text-based vocabulary in their daily read alouds? What tools will you create and provide them with?
- What are you excited about and what challenges do you anticipate?
- When and how will you deliver this content to your staff?

## Exit Ticket

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

What are your next steps for ensuring that you are consistently using text-based vocabulary in 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**

- Use the five steps to select target vocabulary for two upcoming read alouds.
- Plan for how you will teach text-based vocabulary in one upcoming read aloud. Submit your plan for feedback.

# **Closing and Reflection**

Nevada Early Childhood Leadership Series

Session 5

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## Session Objectives

- Reflect on key concepts learned during the day
- Articulate the next steps to take prior to Session 6
- Provide feedback on the day's sessions

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# Agenda

## Reflecting on the Day

Looking Ahead to Session 6: Next Steps

Feedback Survey



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**Today we focused on using modeling and practice to develop teachers during coaching conversations, and how to select and teach quality vocabulary through texts.**



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

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

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# Agenda

Reflecting on the Day

**Looking Ahead to Session 6: Next Steps**

Feedback Surveys

### Prior to the next Leadership Series training:

#### Session Delivery:

- Implement the teacher development session: **Choosing and Using Complex Texts in Early Childhood** (if you haven't already)
- Collect the exit tickets from the session. Bring those exit tickets to Session 6.
- As you observe teachers during read alouds, note which books they're reading and if they meet the criteria for being a complex text.

#### Teacher Observations:

- Input any current teacher observation data that you may have not gotten to during our time together today.
- Observe and rate three teachers.
  - Complete an individual observation report for each teacher.
  - Hone in on a key development lever for each teacher, script the opening of the coaching conversation, the model and practice portions. Execute the three coaching conversations.
  - Bring observation reports and coaching conversation notes for those three teachers to Session 6.
  - Continue to conduct observations, record ratings, and lead coaching conversations for all teachers. Enter ratings regularly into your trackers. (No need to complete full observation reports for all observations.)

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# Agenda

Reflecting on the Day

Looking Ahead to Session 6: Next Steps

**Feedback Surveys**

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## Providing Feedback

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