Aligning Professional Learning, Coaching, and Content Modules for Acceleration of Early Learning Teaching Practice

Presented by: Kristin Tripathy and Lisa Peloquin
Welcome

Place a sticker on the consensogram to indicate your role.

Find a seat.
Mill to the Music
Describe a time when professional development made an impact on your work.
Describe a time when you observed professional development content transfer into the classroom.
Create an analogy for high-quality Early Learning professional development.

For example: High-quality professional development in Early Learning is like________ because __________.
Overview
Outcomes

• Reflect on the importance of quality Early Learning programs and professional development

• Understand key elements of high-quality professional development for adult learners

• Experience a sample of the content modules and learn how it is connected to a comprehensive approach to building teacher capacity
Agenda

• Connector
• Overview
• Learning Literacy Through Play Module Experience
• Hopes and Dreams
• Closure
Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Self-Monitor Electronics
- Safety and Confidentiality
Setting the Stage
Standards of Early Learning Teaching Practice
Play to Learn

Early Literacy

Social Emotional Learning and Development

Classroom Environment

Math

Cultural Competencies

Equity

Language

DAP
1: Fundamentals of Play
2: Learning Literacy Through Play
3: Literacy Through Play: Teacher Role
4: Learning Language Through Play
5: Learning Math Through Play
6: Learning Social Emotional Skills Through Play
7: Making the Most Out of Make-Believe Play
Learning Literacy Through Play
Session 1 Outcomes

Participants will/will be able to:

• Identify key elements of early literacy
• Understand why the integration of literacy and play is important
• Integrate key elements of literacy into playful opportunities across the classroom
Using sticky notes, jot down key characteristics of the professional development module that capture high-quality components.

Examples: Vision
Outcomes
Connector
Learning Literacy Through Play: Teacher Role
Literacy Components Scenarios

1. Select several classroom scenarios

1. Discuss the scenarios

   *What potential skills are being addressed in this scenario?*

   *Which literacy components do these skills fall under?*

3. Refer to the Literacy Components Review page to remind yourself of the various literacy components and skills
## Literacy Components

### Review

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Phonological Awareness</th>
<th>Phonics</th>
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<tbody>
<tr>
<td>● vocabulary development</td>
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<td>● build children’s interest in stories and literacy</td>
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<td>● concepts of print</td>
<td>● understand main ideas of stories</td>
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<tr>
<td>● letter/sound knowledge</td>
<td>● sequencing</td>
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<td>● visualize stories told aloud</td>
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<tr>
<th>Narrative Skills</th>
<th>Emergent Writing</th>
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<td>● understand how stories work</td>
<td>● understand writing has meaning</td>
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<td>● scribble, write strings of letters, write words</td>
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<td>● retell stories</td>
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# Literacy Components Review

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Literacy Components Debrief

1. Which scenarios created the most discussion?

2. Which scenarios do you already see happening in your classroom/setting?

3. Which scenarios could be something that you’d possibly try in the future?
Session 3 Outcomes

Participants will/will be able to:

- Review key literacy components to support learning through play
- Explore the teacher’s role in supporting literacy through play
- Develop a plan to support literacy through play in classroom

Agenda

- Connector
- Overview
- Planning for Literacy and Play: Teacher Role
- Teachable Moments
- Teacher Planning and Preparation
- Supporting Children to Plan for Play
- Planning Time
- Closure
Planning for Play and Literacy: Teacher Role
Teacher Role Brainstorm

As a teacher, what are some of the various roles you have to support children’s learning literacy skills through play in the classroom? (Both during play and to prepare for the play)

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In a developmentally appropriate classroom, **play time is teaching time**. Teachers “stimulate and support children’s engagement in play and child-chosen activities...extending the child’s thinking and learning...by posing problems, asking questions, making suggestions, adding complexity to tasks, and providing information, materials and assistance....”

Literacy Through Play: Teacher’s Role

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Literacy Through Play: Teacher’s Role

Teachable Moments
- Understand when and how to join in play
- Utilize a variety of ways to embed literacy
- Utilize language modeling strategies
- Provide effective feedback

Teacher Planning and Preparation

Supporting Children to Plan for Play
Teachable Moments: When and How

QUICK WRITE:
We know that there are many reasons to join children during their play. However, what might you consider before joining into children’s play? What might it depend upon?
Teachable Moments: Questions to Consider

1. Will my engagement promote their play or hinder it?

2. Do I know enough about this play situation and these specific children’s learning goals to know how best to engage?

3. Will my engagement be through:
   - parallel play?
   - posing a question? posing a problem?
   - modeling my thinking? extending their thinking?
   - changing or adding materials?

4. What’s the intended goal of my engagement?

5. Might observation be a better option at this time?
Teachable Moments: Embedded Literacy Example

Example of teacher embedding literacy through both function and features of print:

Students are playing gas station. You, the teacher, join in as a customer. You ask how much the gas costs. Students tell you, and you mention that many gas stations have their prices posted on a sign. Students decide to create this sign.
Teachable Moments: Language Modeling Strategies

**Repetitions:** the adult listens to the child and then restates

**Recasts/Expansion:** the adult listens to the child, then uses the child’s words in a more complete phrase or sentence. Recasts serve to add or correct language without obstructing the flow of conversation.

**Extensions:** the adult first expands the child’s phrase or sentence and then adds another sentence on the child’s topic to extend the conversation further.
Language Modeling: Repetition

Repetitions: the adult listens to the child and then restates

Example:
• Child: Spider big!
• Adult: Spider big.
Language Modeling: Recasts/Expansions

Recasts/Expansion: the adult listens to the child then uses the child’s words in a more complete phrase or sentence. Recasts serve to add or correct language without obstructing the flow of conversation.

Example:
- Child: I want read.
- Adult: Oh, you want to read?

Example:
- Child: He walket in.
- Adult: Yes, he walked in.

Adapted from Prevention Research Center (n.d.) Retrieved October 27, 2016, from http://sph.sc.edu/comd’scroll
Language Modeling: Extensions

**Extensions:** the adult first expands the child’s phrase or sentence and then adds another sentence on the child’s topic to extend the conversation further

**Example:**
- Child: The car red.
- Adult: Yes, the car is red and tiny.

**Example:**
- Child: The boat went under water.
- Adult: Yes, the boat was submerged.
Provide Effective Feedback

Information about how we are doing in our efforts to reach a goal

What makes effective feedback?

- focuses on process vs. product
- concrete, specific, and useful
- enhances vocabulary of children by giving descriptive feedback
- can be more sincere because it’s specific to the child’s accomplishment
- timely and in the moment

Example: Good job! vs. You turned your dots into a snake and made the letter “S” at the same time.

-Adapted from Literacy Through Play, Gretchen Owocki, 1999; Seven Keys to Effective Feedback, Grant Wiggins, 2012
Apply Language Modeling and Feedback

1. Revisit scenarios from the Connector. Each one is a possible teachable moment.

1. Choose a couple scenarios where you could apply the language modeling strategies or effective feedback to capitalize on the children’s learning.

1. With your partner, write how you as the teacher could respond. Feel free to add onto any scenario to practice these strategies.
Apply Language Modeling and Feedback

Scenario #___________________

Scenario # ___________________
Whole Group Share

1. Which scenario did you decide to add either a language modeling strategy or effective feedback?
2. What was your example?
3. What made this activity challenging?
4. What made it resonate with you?
Literacy Through Play

TEACHER'S ROLE CONSIDERATIONS

Teachable Moments
- Understand when and how to join in play
- Utilize a variety of ways to embed literacy
- Utilize language modeling strategies
- Provide effective feedback

Teacher Planning and Preparation
- Develop a literate play environment
- Plan for appropriate learning goals within each center area

Supporting Children to Plan for Play
- Provide time and structures for children to plan their play
- Provide time and structures for children to share from their play time
- Support the children's 'planning of play' through modeling, use of vocabulary and materials
Teacher Planning and Preparation

Literacy Through Play

TEACHER’S ROLE CONSIDERATIONS

Teachable Moments
- Understand when and how to join in play
- Utilize a variety of ways to embed literacy
- Utilize language modeling strategies
- Provide effective feedback

Teacher Planning and Preparation
- Plan for appropriate learning goals within each center area and each part of the day
- Develop a literate play environment

Supporting Children to Plan for Play

Weekly Planning and Reflection Example

Date: 10/11/16 Teacher(s): Ms. S Ongoing Project: Veterinarian’s Office

<table>
<thead>
<tr>
<th>Area of Room</th>
<th>Learning goal(s)</th>
<th>Additional materials of focus</th>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCKS</td>
<td>making scientific predictions</td>
<td>more stuffed animals and medical equipment</td>
<td>veterinarian, animal hospital</td>
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<tr>
<td>DRAMATIC PLAY</td>
<td>vocabulary development</td>
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<tr>
<td>CLASS LIBRARY</td>
<td>listening skills</td>
<td>learn to decode familiar stories about pets</td>
<td></td>
</tr>
<tr>
<td>WRITING CENTER</td>
<td>using tools to write and cut</td>
<td>copy own name and those of classmates</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>sorting and categorizing</td>
<td>make a graph of pets owned in the class</td>
<td></td>
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</table>

*Pull words from stories*
## Literacy Through Play

**DEVELOP A LITERATE PLAY ENVIRONMENT**

- Establish literacy-rich play environment
- Establish a print-rich environment
- Provide literacy materials that provide open exploration
- Provide literacy materials that constrain exploration
- Introduce literacy props to familiar play areas
- Think about how you will watch over the centers in an effort to promote literacy

- Adapted from *Literacy Through Play* (Gretchen Dukewich, 1999; Planning for Play, Observation, and Learning)

### Literate Environment

<table>
<thead>
<tr>
<th>Literate Environment</th>
<th>What might this look like?</th>
<th>Rating</th>
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Support Children in Planning Their Play

SUPPORTING CHILDREN IN PLANNING THEIR PLAY

Literacy Through Play
TEACHER’S ROLE CONSIDERATIONS

Teachable Moments
- Understand when and how to join in play
- Utilize a variety of ways to embed literacy
- Utilize language modeling strategies
- Provide effective feedback

Teacher Planning and Preparation
- Develop a literate play environment
- Plan for appropriate learning goals within each center area

Supporting Children to Plan for Play
- Provide time and structures for children to plan their play
- Provide time and structures for children to share from their play time
- Support the children’s planning of play through modeling, use of vocabulary and materials
Support Children in Planning Their Play

Provide time for children to plan for play

**Why?**
- helps children find a focus
- teachers get information for setting up the play environment
- teachers find ideas for getting play back on track
- children use oral language to explain and inform
- provides a meaningful context for literacy exploration

-Adapted from Literacy Through Play, Gretchen Croke, 1999

Planning for Play

**EXAMPLES**

**Scenario 1:**
Snack Time is ending and after Jayden cleans up he draws a picture of building a tower and writes an S for the Sears Tower

**Scenario 2:**
Everyone goes to their choice time area and the teacher facilitates the conversation at the dramatic play center on their roles for the day

**Scenario 3:**
Teacher models what she will do in play that day followed by a turn and talk

What might this look like in your classroom?
Support Students in The Reflection of Their Play

Provide time for children to share after play wrap up

Why?
- Reflecting on play provides yet another opportunity for sharing language and listening to and telling stories.
- Allows teachers time to observe and listen to the child’s perspective about what they were able to do during their play to influence future planning.

Examples: Katie shares her painting she created and the letter K she put on the bottom. Louis might be inspired to try putting an L on his work tomorrow.

Adapted from Literacy Through Play by Gretchen Owocki, 1999

Additional Roles to Support Children Planning Their Play

Teacher’s Role
- Help children unpack how they will play
- Encourage children to plan orally and in writing/drawing
- Provide play mentors
- Model language and actions that fit play roles
- Encourage use of vocabulary
- Provide props and writing tools in all areas.

Adapted from Literacy Through Play by Gretchen Owocki, 1999
Planning Time

Resource Share

1. Planning for Play, Observation, and Learning in Preschool and Kindergarten by Gaye Gronlund
2. Literacy Through Play by Gretchen Owocki
3. Literacy Beginnings by Fountas and Pinnell
4. Literacy Checklist for Play handout

**Chapter 21, Literacy Beginnings, Using Group Games to Increase Language and Print Awareness

Key Ideas and Next Steps

<table>
<thead>
<tr>
<th>Ideas that I want to take away</th>
<th>Next Steps to Incorporating</th>
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Turn and Talk

*What other elements/key characteristics of this session did you notate?*

*How might the design and content of this professional learning session support the learning needs of Early Learning teachers?*

*What additional elements would you want to include in high-quality PD?*
Adult Learning Principles

1. Feeling **competent** is linked to **self-image** and efficacy.

1. Adults need to be **active, involved, and self-directed**.

1. Learning must **hold meaning—connect** with current understandings, knowledge, experience, and purpose.

1. We learn from **processing** our experience, both successes and failures.

1. Learning is both an opportunity and a risk; it requires **dissonance and change**.

1. Learning is the continual process of **identity formation**.

Adapted from the work of Linda Lambert, Department of Educational Leadership, California State University, East Bay
Hopes and Dreams

Closure
Application

Practical:
How might you apply this learning on high-quality Early Learning professional development to your context?

Aspirational:
What are your hopes and dreams for Early Learning professional development?
What is your role?

Stand-Up Partner Meeting:
2 min per partner to share on either prompt
1 min to summarize discussion
Hopes and Dreams

• Early Learning Content Modules

• NTC Early Learning Products

• Field of Early Learning Professional Development
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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Scenarios for Literacy Through Play

Scenario 1:
In the morning when children enter the room, they “sign-in” by practicing writing their name. Jose enters the room and writes his name using each of his letters, with the S backwards. Jose’s teacher says to Jose, “Great job!”

Scenario 2:
In the Dramatic Play Center, Julie, Lisa, and Mohammad are playing restaurant. Julie and Lisa are looking at a menu that the teacher created that has pictures with labels of food. Mohammad asks Julie what she would like to order from the menu. Julie says, “burger and fries.” The teacher is observing and decides to enter into their play. The teacher repeats Julie’s order saying, “Oh, Julie. You want a burger and fries? I’d like a burger and fries too, please.”

Scenario 3:
The teacher is reading a Big Book to the class. When she gets to the part where the boy is fighting with his sister, she pauses and asks the class a question. She asks, “What could the boy do right now to solve his problem with his sister?” One girl responds and says, he could pretend to be like Tucker Turtle and take some deep breaths. The teacher smiles, says, “That’s right,” and continues reading.

Scenario 4:
Jennifer is practicing writing the letter J in the sand table. She writes the J backwards and then looks up at her teacher for approval. The teacher observes and says, “Close. Good job, Jennifer.”

Scenario 5:
The teacher carefully prepares the sand and water table with objects that match the farm unit the class has been studying. She has included new materials and environmental print around the area that matches the materials and the names of the animals on chart paper, including picture clues. Several children are playing over there and interacting with all of the materials extensively. The teacher notices all of the rich conversation that the children are having and records some of the vocabulary words being used as she observes. She continues to observe at a distance and does not engage in their play at this time.

Scenario 6:
Pradipta is reading in the reading corner. He is holding the book starting at the end (back page) but carefully turning the pages one at a time and “reading” the pictures and telling a story aloud. The teacher observes him say, “Then cat ran.” She responds to him and says, “Yes, the black and white cat ran.”