

Extended Professional Development to Support High-Quality Language and Vocabulary Instruction in Prekindergarten Classrooms

Informational Webinar

REL Southeast: Regional Educational Laboratory at Florida State University

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REL Southeast Prekindergarten Language & Vocabulary Project

- Joint effort with Florida Department of Education, Florida Office of Early Learning, REL Southeast and the Florida Center for Reading Research.
- The goal is to enhance the opportunities children in prekindergarten classrooms have to grow their *oral language* and *vocabulary* skills.
- The project supports coach and teacher pairs in learning a new set of instructional practices to augment current classroom practices.



In partnership with



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Project Overview

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Project Aims

- Better understanding of the Florida Early Learning and Developmental Standards – Emergent Reading/Emergent Writing.
- More confidence in vocabulary and oral language instructional skills.
- Improvement in children’s oral language skills.
- Identifying individual needs for each child.
- Learn effective ways to scaffold oral language based on each child’s varying abilities.

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Background Research

- The FLDRC (funded by the National Institute of Health) supported the development and testing of small group, tier 2, language and literacy focused intervention in preschool; this grant also supported hundreds of classroom observations.
- Project BLOOM (funded by Institute of Education Sciences) supported development and initial testing of a supplemental vocabulary program for preschool classrooms composed of daily large and small group interactive language lessons; this grant also supported hundreds of classroom observations.



Background Research

- The FCRR Reading for Understanding Study (funded by IES) supported the development and testing of small-group tier 2 interventions for language skills in preschool through third grade; this grant also supported a large longitudinal study of language and literacy development.
- The REL-Southeast Systematic Review (funded by IES) is an ongoing study of 20 years of high-quality early childhood intervention studies including many that provide insight into how to most effectively support language and vocabulary development.



Previous Implementation

- MISSISSIPPI
 - Prekindergarten Teachers and Coaches
 - In-person Training

- FLORIDA
 - Prekindergarten and Kindergarten Teachers and Coaches
 - Virtual Training Only
 - Universal Strand
 - 147 Coaches
 - Targeted Strand
 - 174 Participants
 - 114 Teachers
 - 60 Coaches



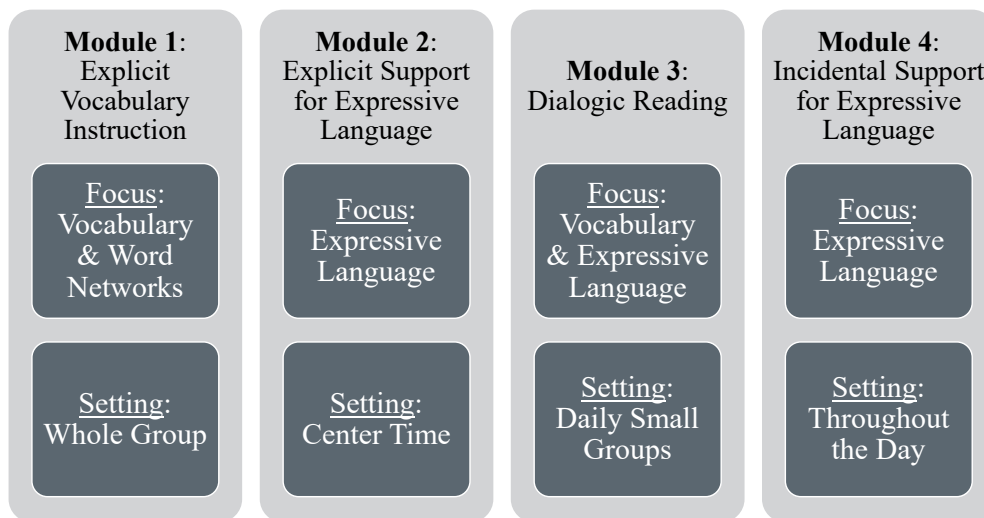
MSLG
Mississippi: Supporting Language Growth

PREKINDERGARTEN
AND KINDERGARTEN
LANGUAGE & VOCABULARY



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Instructional Practices



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Module 1: Explicit Vocabulary Instruction



CATEGORY LESSON

- Whole group lesson.
- Teach words within categories that enable more rapid learning of new category members.



NETWORK LESSON

- Whole group lesson.
- Teach words within semantic networks that support links among words.



BOOK EMBEDDED VOCABULARY INSTRUCTION

- Whole group lesson.
- Teach specific words using children's books that include target words in text and illustrations.

Module 2: Explicit Language Instruction



Instruction will occur during typical prekindergarten center time.

- Block center
- Art center
- Dramatic play center
- Science and discovery center
- Writing center

Explicitly teach phrase and clause constructions.

Instructional targets will include prepositions, adverbs, conjunctions, and elaborated noun phrases.

Module 3: Dialogic Reading Lessons

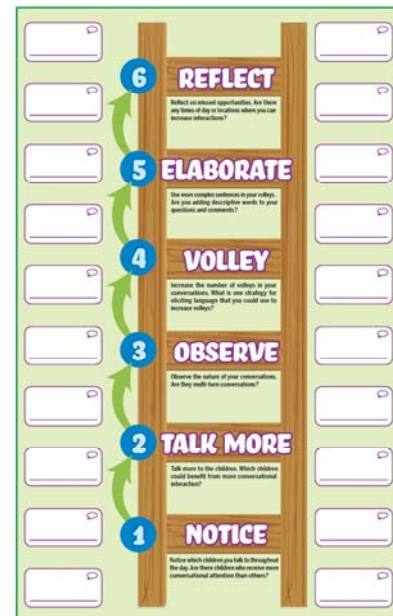


- Small group lessons.
- Interactive book readings.
- Sequential prompts of increasing challenge.
- Focus moves from being highly contextualized (illustrations) to being more decontextualized (making connections with the narrative / content).
- A children's book with realistic pictures is used as a prop to facilitate vocabulary instruction and discussion.

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Module 4: Incidental Support for Expressive Language

- Since most language development occurs in naturalistic contexts, teachers can augment this process by modeling more advanced words and language structures and by providing incidental language supports.
- Coaches will guide teachers in providing expressive language practice opportunities for children via incidental scaffolding including expansions, recasts, and conversations.



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Project Logistics

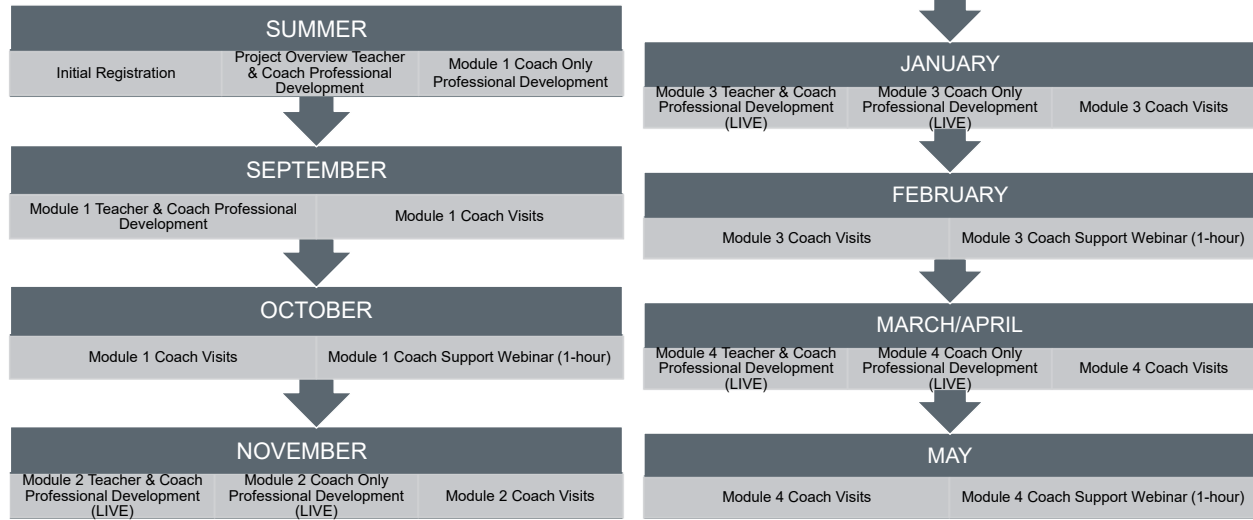
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Data Collection

Teachers	Coaches	Administrators
<ul style="list-style-type: none"> Initial background survey and knowledge assessment via online survey Self-report logs via online survey Post-participation questionnaire via online survey Selected teacher group interviews and observations 	<ul style="list-style-type: none"> Pre-participation questionnaire via online survey Post-participation questionnaire via online survey Self-report logs via online survey 	<ul style="list-style-type: none"> Selected administrators focus groups
<p><i>More information will be shared after registration is complete.</i></p>		

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2021-2022 Project Timeline



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Coach Benefits

Coaches participating in the project will receive:

- Welcome packets to distribute to teachers.
- Project material kit
 - 13 children's books
 - Workbooks
 - Learning center materials
 - Website access with lesson plans and videos
- Early childhood language and vocabulary instructional professional development (29.5 hours).
 - 23 hours with teachers
 - 6.5 hours with just coaches
- Opportunity to participate in four additional coaching webinars throughout the 2021-2022 school year.
- Participation stipend (*for full participation*).

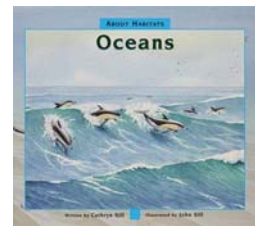
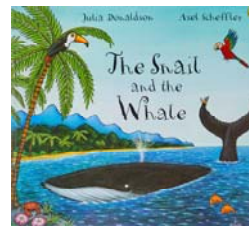
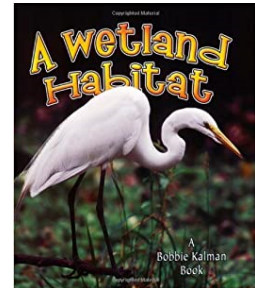
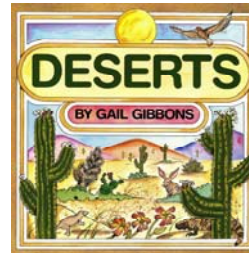


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Teacher Benefits

Teachers participating in the project will receive:

- Welcome packet.
- Project material kit
 - 13 children's books
 - Workbooks
 - Learning center materials
 - Website access with lesson plans and videos
- Early childhood language and vocabulary instructional professional development (23 hours).
- Access to an Early Childhood Language and Vocabulary Instructional Coach.
- Participation stipend (*for full participation*).
- Continuing education credits (*for full participation*).



Coach Expectations

Coaches participating in the project will be expected to:

- Recruit teachers to participate
- Conduct classroom visits
- Provide teacher feedback
- Attend virtual trainings
- Attend coach support webinars (1-hour)
 - M1= OCT; M2=DEC; M3=FEB; M4=MAY
 - We encourage coaches working directly with the teachers to attend these support webinars.



Administrator and Teacher Expectations



ADMINISTRATOR

- Support teacher implementation of the four language and vocabulary instructional strategies particularly the small group instruction.
- Allow coach to visit, model and observe in the classroom.



TEACHER

- Implement the four language and vocabulary instructional strategies.
- Provide frequent small group instruction for Dialogic Reading implementation.
- Complete the online self-study including videos.
- Actively engage with the coach, including classroom observations, coach modeling of new instructional activities and feedback sessions.

Coaching Visits

- How often does a coach visit each teacher?
 - Ideally, five (six if time permits) visits per module. 20-24 visits throughout the school year.
 - However, the program is **flexible** based on coach and teacher schedules.
 - Differentiate based on teacher implementation.
 - Some teachers may need more help. Weekly visits.
 - Other teachers need less support. Every other week or once a month visits.
- What might a coaching visit consist of?
 - Demonstrate a lesson.
 - Observe a lesson.
 - Conduct feedback meeting with the teacher.
 - Answer teacher questions about implementation and lesson plans.

Participant next steps

- Follow the link to register for participation in this project.
 - <http://bit.ly/LVRegistration>
- Mark your calendar for the training dates you select this summer.
- Contact coaches and teachers you work with or coaches and teachers with whom you would be interested in working. Share the registration link with them.
- When you receive your project kit of materials, there will be a checklist included. Use that checklist to make sure your project kit is complete.
- Review the welcome packet included with the project kit.
- Review the project website. Login information will be included in your welcome packet in your project kit.
- Attend selected trainings.



Registration Survey

Next steps and questions

1. JUNE – Participants will receive informational email with a link to register for the project.
2. JULY– Receive email with Zoom information for training dates selected during registration.
3. JULY/AUGUST – Attend first trainings.
4. AUGUST – Project kit mailed to address indicated in registration.



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