



# CONNECT

The Center to Mobilize Early Childhood Knowledge

## CONNECT: An Evidence-Based Practice Approach to Professional Development

Pam Winton, Dale Epstein, Chih-Ing Lim (CONNECT)

Sharon Palsha (UNC-CH)

NC B-K Consortium

February 3, 2012, 10 am – 12 pm



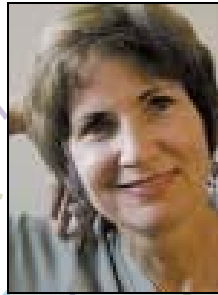
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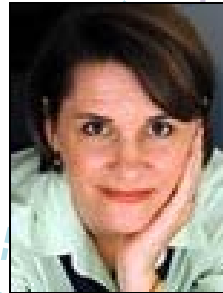
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# The CONNECT Team



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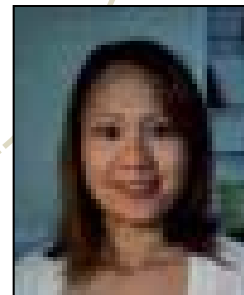
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Kentucky

# Results from Quick Poll

What is your experience with  
CONNECT Modules?

I have heard of  
CONNECT Modules,  
but have not visited  
the site or used the  
resources.

(4 Responses)

50%

I have visited the  
CONNECT Modules  
site, but have not yet  
used the resources.

(1 Responses)

13%

I have used the  
CONNECT Modules in  
my  
courses/professional  
development sessions  
before.

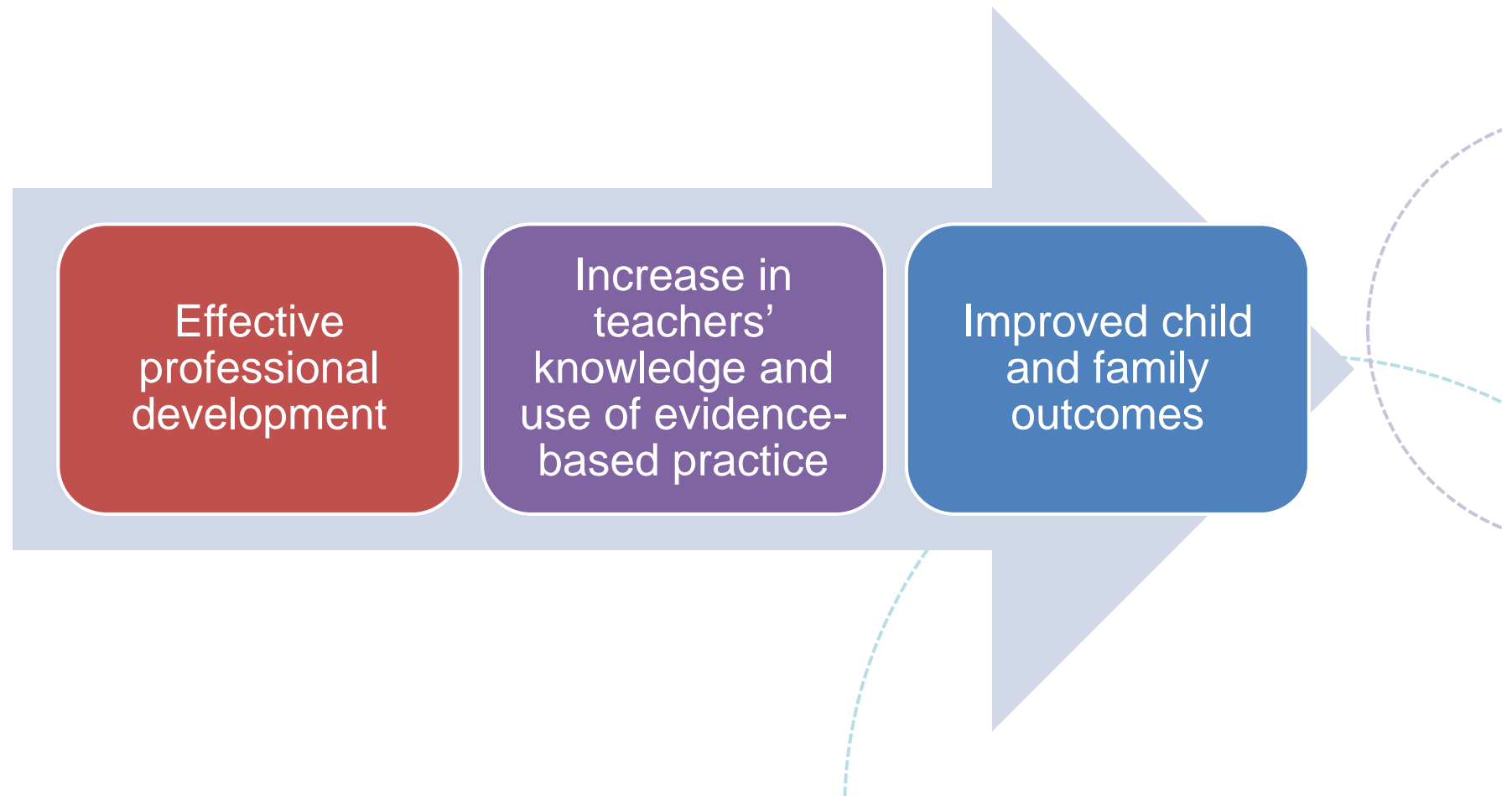
(3 Responses)

38%

Total: 8 respondents

Powered By: Qualtrics

# Context: Increased Attention to PD Quality & Impact





# Context: Focus on Clinical Practice

**NCATE**

The Standard of Excellence  
in Teacher Preparation

TRANSFORMING  
TEACHER EDUCATION  
THROUGH  
CLINICAL PRACTICE:  
A NATIONAL STRATEGY  
TO PREPARE  
EFFECTIVE TEACHERS

Fall, 2010

Step 1:  
Dilemma

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Step 2:  
Question

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Step 3:  
Evidence

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Step 4:  
Decision

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Step 5:  
Evaluation



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# Context: Practitioners are Expected to Use Evidence-Based Practice



# Context: PD Providers are Expected to Incorporate EBP into PD



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**Evidence-Based Practice is.....**

**identifying** **A decision-**  
**specific** **making process**  
**research-based** **that integrates** **the**  
**practices** **the best available research**  
**that have** **evidence with family &**  
**been validated through** **professional wisdom &**  
**rigorous review processes** **values**

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

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# Two Components of Evidence-Based Professional Development

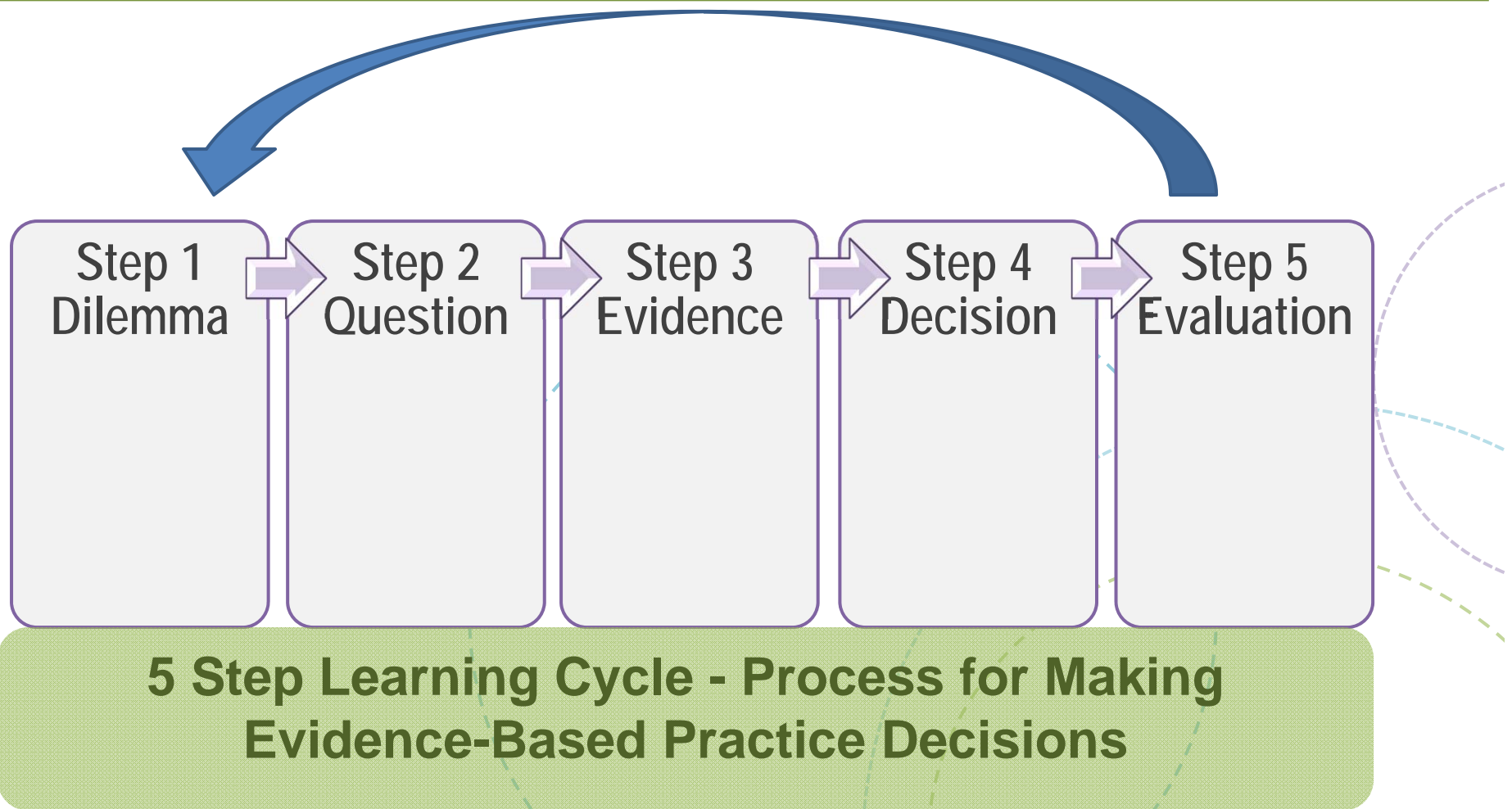
The PD **content** focuses on specific research-based teaching and intervening practices

The PD **delivery** focuses on evidence-based methods for building practitioners' knowledge and application of evidence-based practices

# CONNECT Modules: Practice-focused approach



# Innovation: An Approach for Incorporating EBP into PD





# Our Target Audience

- 2-year and 4-year college faculty
- Other professional development providers



# What Faculty and PD Providers Want



- Short video clips that illustrate practice
- Activities
- Interactive resources
- 24/7 availability
- Flexibility & ease of use

# Now Available (English and Spanish versions)

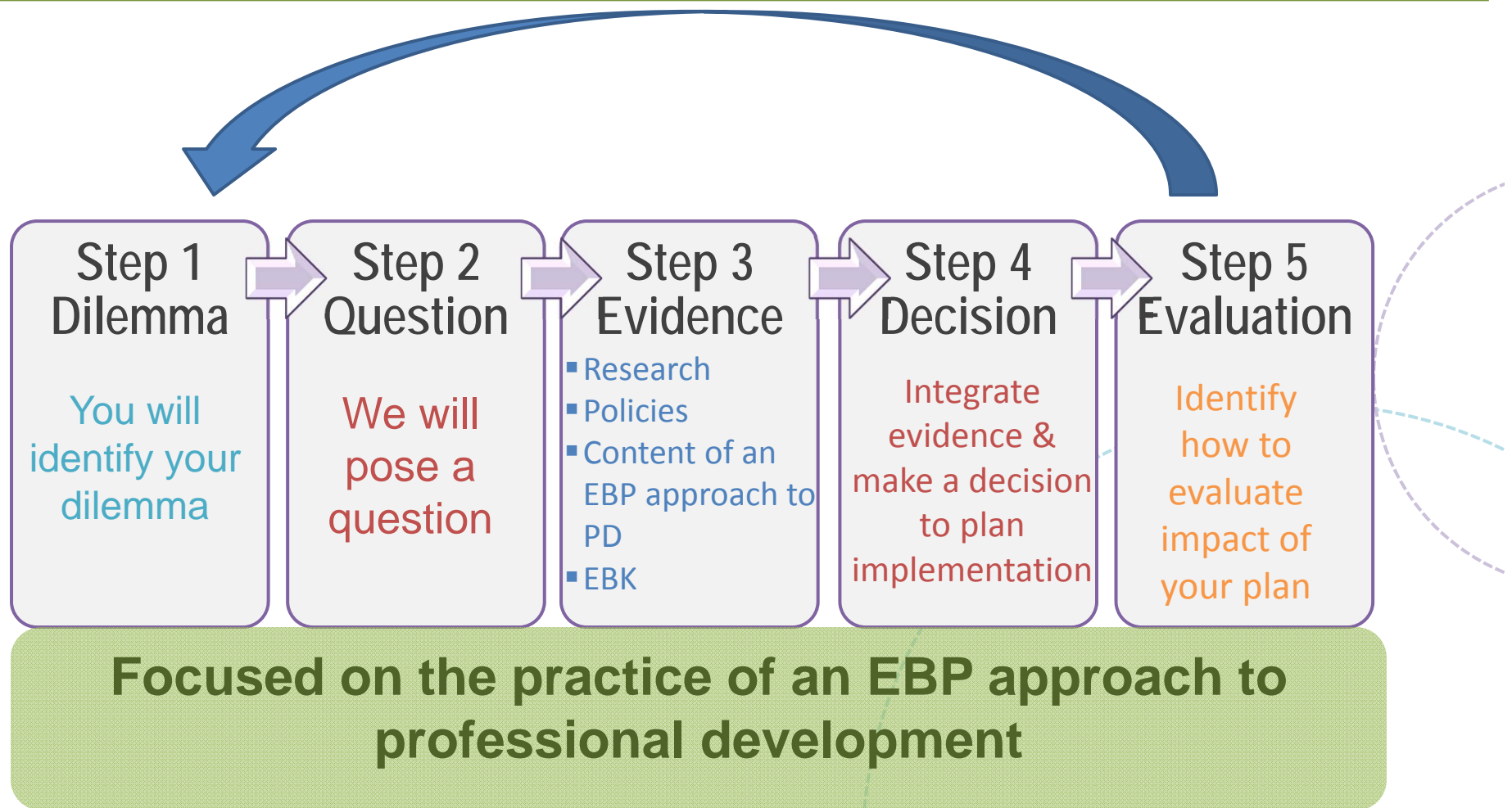
- Module 1: Embedded Interventions
- Module 2: Transition
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

COMING SOON

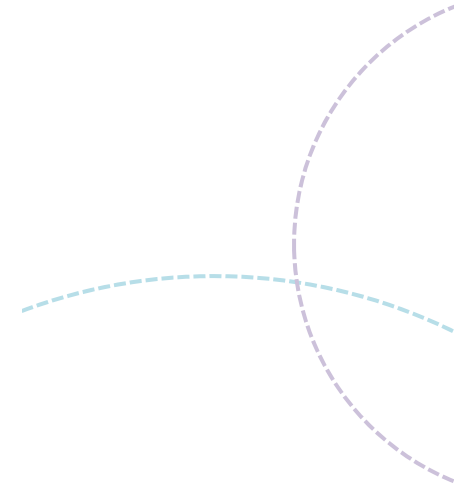


- Tiered Instruction
- Portuguese translation of Module 1

# Today's Agenda

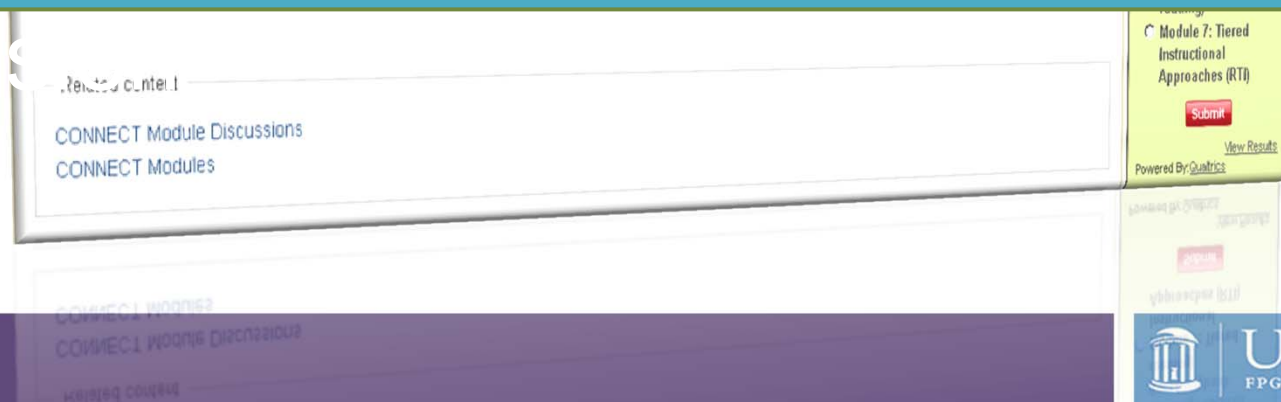


# Questions?





Go to:  
<http://community.fpg.unc.edu/discussions/nc-b-k-consortium-connect-workshop->



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# Post Your “Dilemma” Online

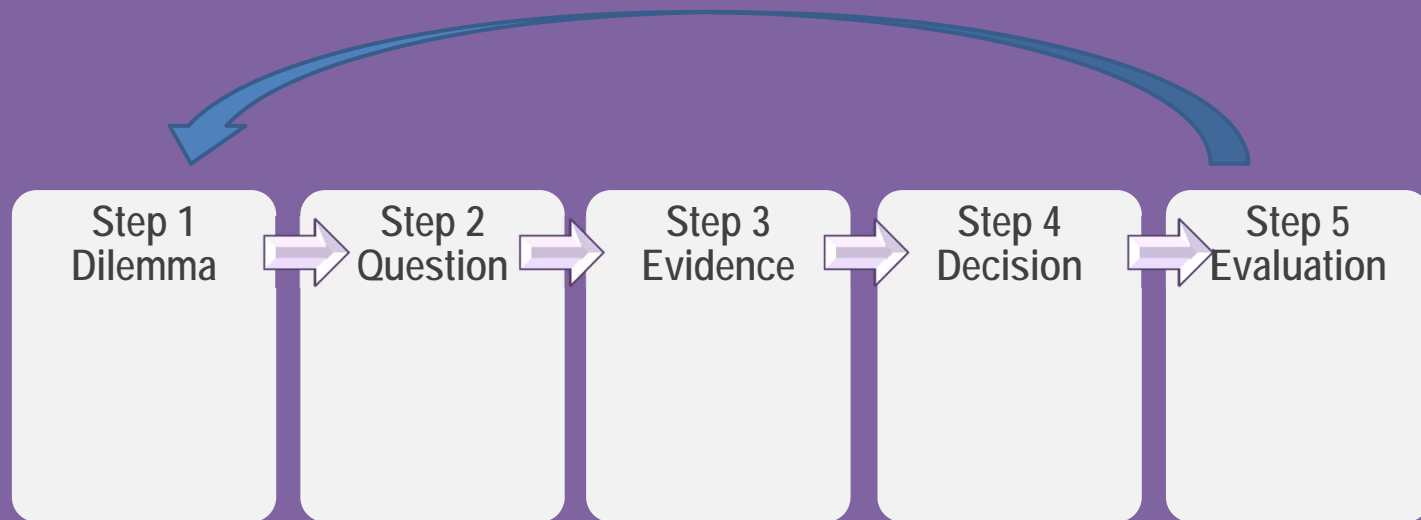
<http://community.fpg.unc.edu/discussions/nc-b-k-consortium-connect-workshop-discussion>



**What challenges do you  
have embedding  
evidence-based practice  
into your coursework?**



# III. Workshop Content



# Step 1: Dilemma

How will I be able to address Luke's learning goals while trying to address the needs of all my other children in my class?

I want to use an EBP approach to PD, but I'm not sure if the CONNECT 5-Step Learning Cycle will be more effective than what I am currently doing?



Module 1



Today's Workshop

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation



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# Step 2: Question



For preservice students and practitioners participating in professional development, is the CONNECT module 5-Step Learning Cycle an effective method to promote learning about and applying evidence-based practices?

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation

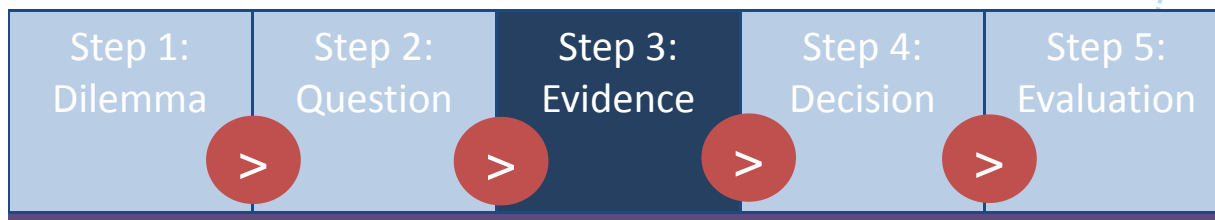


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# Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge

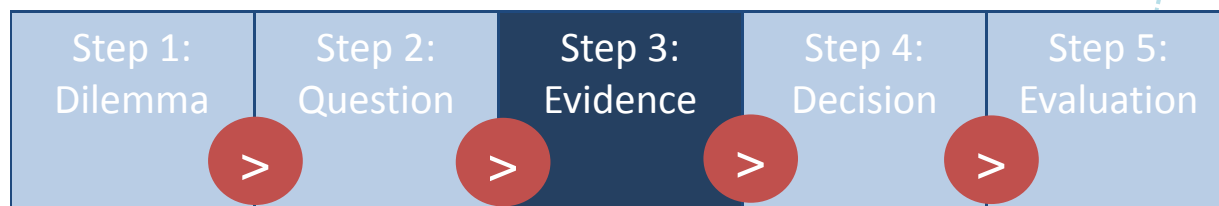


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# Themes from Research about Effective PD Approaches

- Focused on specific instructional strategies rather than general content
- Sustained over time and of considerable duration
- Infused with active learning opportunities, guided practice and corrective feedback
- Connected with program standards, curricula, and assessments



-Winton, 2010



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# Policies Related to PD



Accreditation

Standards



Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Modules are Connected to Standards


**Instructor Guide: Standards for Module 1**


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## Personnel Preparation Standards


The content and resources of **Module 1: Embedded Interventions** align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

**CEC / DEC Initial Standards**  
Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)

 **Council for Exceptional Children**  
The voice and vision of special education

  
DEC = Division for Early Childhood

**NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs**

  
NAEYC = National Association for the Education of Young Children

**Learning Objectives for Module 1: Embedded Interventions**

After completing the module and accompanying activities, learners will be able to:

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.
2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation

Page 1



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# Handout: Connection to Standards

## Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

### Module 1: Embedded Interventions

#### NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

**NAEYC Standard 1: Promoting Child Development and Learning**  
1a: Knowing and understanding young children's characteristics and needs.

**NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families**  
4b: Knowing and understanding effective strategies and tools for early education.

**NAEYC Standard 6: Becoming a Professional**  
6c: Engaging in continuous, collaborative learning to inform practice  
6d: Integrating knowledgeable, reflective, and critical perspectives on early education

#### CEC / DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)  
(CC= common core; EC = early childhood; K= knowledge; S= Skills)

- CEC/DEC Standard 1: Foundations**—Know philosophies, evidence-based principles, laws, and diverse and historical points of view.  
CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- CEC/DEC Standard 3: Individual Learning Differences**—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments.  
EC3 S1 – Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children.  
EC3 S2 – Develop and match learning experiences and strategies to a repertoire of evidence-based instructional strategies that promote the success of children.
- CEC/DEC Standard 4: Instructional Strategies**—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.  
CC4K1 – Evidence-based practices validated for specific characteristics of the individual with exceptional learning needs.  
CC4 S2 – Use strategies to facilitate integration into various settings.  
CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.  
EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.  
EC4 S2 – Facilitate child-initiated development and learning.
- CEC/DEC Standard 5: Learning Environments and Social Interactions**—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.  
CC5 S4 – Design learning environments that encourage active participation in individual and group activities.  
EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments.  
EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.  
EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places.  
EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.
- CEC/DEC Standard 6: Language**—Understand typical and atypical language skills of individuals with exceptional learning needs.  
CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- CEC/DEC Standard 7: Instructional Planning**—Develop long- and short-range goals.  
EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness.  
EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments.  
EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.
- CEC/DEC Standard 9: Professional and Ethical Practice**  
CC9 S13 – Demonstrate commitment to engage in evidence-based practices.  
EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

CONNECT 2012  
<http://connect.fpg.unc.edu>

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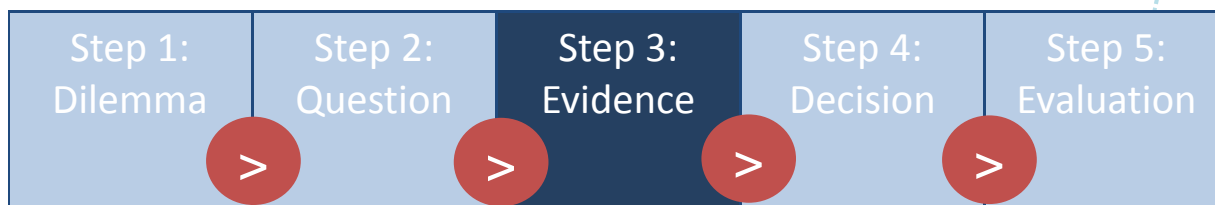
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# Definition of Practice

## The 5-Step Learning Cycle™

is... an approach for organizing PD content and activities to promote learners' abilities to integrate multiple sources of evidence to make decisions about practice dilemmas.

- CONNECT

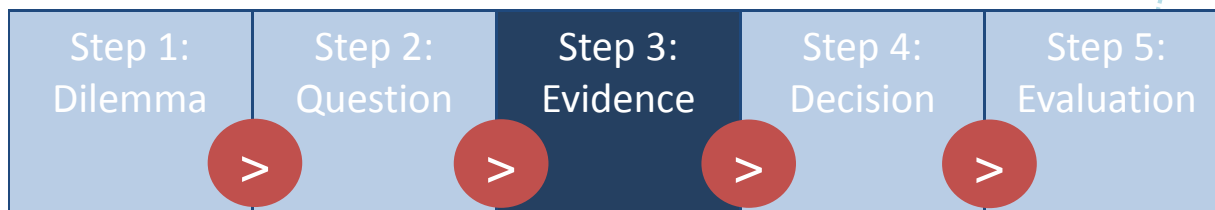


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# Demonstration of Practice

1. Technical Aspects of CONNECT Modules
2. Content of CONNECT Modules



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# Demonstration of Practice: Technical Aspects of CONNECT Modules

Click  
through  
with Dale



Go to <http://community.fpg.unc.edu/connect-modules>

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# CONNECT Modules

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## MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

[GO TO MODULES >](#)[FOR INSTRUCTORS >](#)

### 5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

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Browse all available learner resources or search for specific resources.

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### Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. [Read more...](#)

### News and Announcements

CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

[Read more...](#)

CONNECT Modules Workshop Discussion Board

The CONNECT team enjoyed meeting

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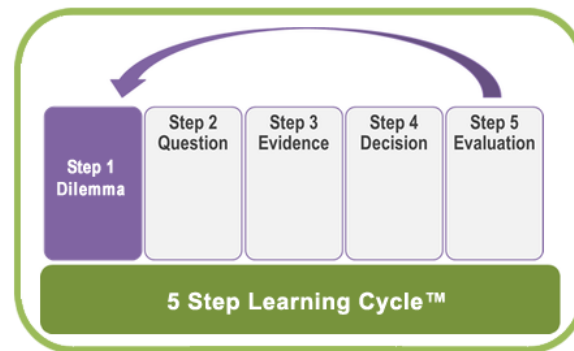
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## 5-Step Learning Cycle™

Each CONNECT Module focuses on a discrete practice in a key content area (e.g., inclusion, family-professional partnerships, transition) and is organized around the 5-Step Learning Cycle™. The 5-Step Learning Cycle™ is an innovative approach for making evidence-based practice decisions. It is based on realistic problems to solve and the importance of integrating multiple perspectives and sources of evidence.

To learn more about the cycle, click on the step to read the descriptions below or watch the video clip: [CONNECT Modules: 5-Step Learning Cycle™](#).

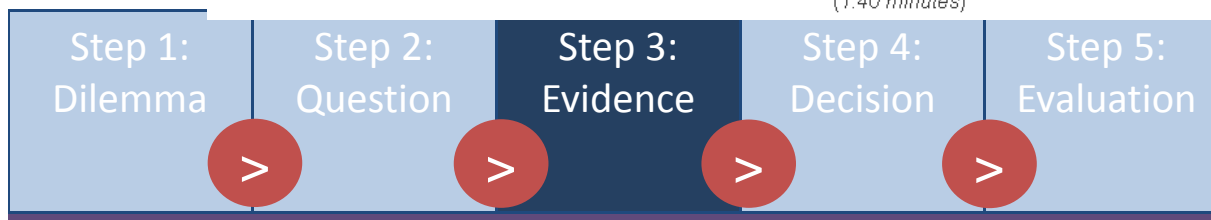


### Step 1. Dilemma

In **Step 1**, the learner considers a realistic dilemma to be solved. The dilemma is presented from the perspectives of family members and / or the practitioners.

### VIDEO CLIP: CONNECT Modules 5-Step Learning Cycle™

(1:40 minutes)



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## Instructor Supports

### Getting Started?

New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

[View Video](#)

### Tour This Site

Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

[View Quick Tours](#)

### Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

[Join Discussions](#)[Tips and Techniques >](#)[Frequently Asked Questions >](#)

#### Tell Us What You Think

Take a brief survey to let us know about your experience using the CONNECT Modules website.

[Take the Survey](#)

### Module Resources for Instructors

[Textbooks that align with CONNECT Modules](#)[Courses in which faculty have embedded CONNECT Modules](#)[Overview of CONNECT Module Development, Design, Evaluation and Implementation](#)[Personnel Preparation Standards & CONNECT Modules](#)[Brief descriptions of the CONNECT Modules](#)

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New to CONNECT Modules? View a short video of an overview of CONNECT Modules' evidence-based practice approach to professional development.



## CONNECT Modules



### More Getting Started Resources

- [Getting Started: The CONNECT Modules Website Guide](#)

- [FPG Snapshot: Evidence Based Practice](#)

Is this your first time using an evidence-based practice approach in your professional development? Download this PDF document for a quick overview of EBP.

- [Overview of CONNECT Module Development, Design, Evaluation and Implementation](#)

A document for professional development curricula designers wanting to know more on how the CONNECT Modules were developed.

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# CONNECT Module Discussions

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using CONNECT Modules.

## Featured Discussion

### Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules








By Marilou Hyson

CONNECT Modules provide a rich resource to faculty and PD providers, so why doesn't everyone use them? Are there new ways to "slice and dice" the CONNECT Module pie? Join Marilou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

[Read More and Comment](#)



## Discussions by CONNECT Module

Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnerships
<p><a href="#">Embedding Module 1 into an In-Service Setting</a> by Sandy Ginther and Linda Robinson (10+comments)</p> <p><i>Setting:</i> In-Service <i>Primary discipline:</i> Early childhood special education <i>Format:</i> Face-to-Face</p> 	<p><a href="#">Transition and Therapy Services</a> by Christine Myers (10+ comments)</p> <p><i>Setting:</i> 4-year IHE <i>Primary discipline:</i> Occupational Therapy</p> 	<p><a href="#">Communication - it's more than just words</a> by Hatice Dogan (20+ comments)</p> <p><i>Setting:</i> Graduate <i>Primary discipline:</i> Early childhood <i>Course:</i> Families and Teams (Interdisciplinary) <i>Format:</i> Face-to-Face</p> 	<p><a href="#">Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards</a> by Nancy Grausam (30+ comments)</p> <p><i>Setting:</i> 2-year IHE <i>Primary discipline:</i> Early childhood <i>Course:</i> Young Children with Special Needs <i>Format:</i> Face-to-Face</p> 
<p><a href="#">Embedding Module 1 into a College Course</a> by Johnna Darragh (10+comments)</p> <p><i>Setting:</i> 2-year IHE <i>Primary discipline:</i> Early childhood <i>Courses:</i> Introduction to ECE, Introduction to Special Education <i>Format:</i> Online and Face-to-Face</p> 	<p><a href="#">CONNECT Module on Transition Supports National EC Priorities</a> by Rena Hallam (20+ comments)</p> <p><i>Setting:</i> 4-year IHE <i>Primary discipline:</i> Early childhood <i>Subject:</i> Early childhood policies</p> 	<p><a href="#">Using CONNECT Modules to teach graduate students how they can use evidence based practices</a> by Susan Fowler (10+ comments)</p> <p><i>Setting:</i> Graduate <i>Primary discipline:</i> Special Education <i>Format:</i> Hybrid (Face-to-Face and Online)</p> 	

Step 1:  
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# CONNECT Modules

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## For Instructors

**Dashboards** are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including: activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

### Module 1: Embedded Interventions

Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

[Go to Dashboard >](#)

### Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

[Go to Dashboard >](#)

### Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

[Go to Dashboard >](#)

### Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.

[Go to Dashboard >](#)

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## Module 4: Family-Professional Partnerships

### Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

[View Module](#)

### Instructor Dashboard

[View Module](#)[Module Table of Contents](#)[Personnel Preparation Standards](#)[OSEP Indicators and Outcomes](#)

Click on a step from the 5-Step Learning Cycle to view the description.



In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.


[Activities & Guides](#)



## Instructor Dashboard



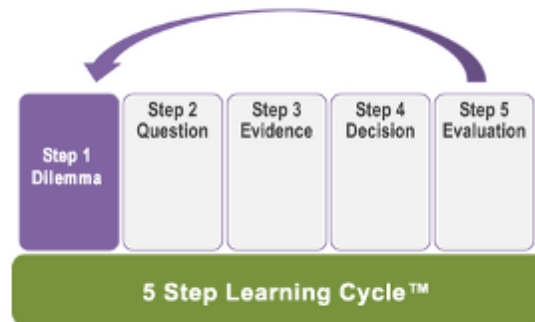
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 [Personnel Preparation Standards](#)

 [OSEP Indicators and Outcomes](#)

*Click on a step from the 5-Step Learning Cycle to view the description.*



In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.

### [Activities & Guides](#)

▶ [Step 1: Dilemma](#)

▶ [Step 2: Question](#)

▶ [Step 3: Evidence](#)

▶ [Step 4: Decision](#)

## Activities & Guides

### ► Step 1: Dilemma

### ► Step 2: Question

### ► Step 3: Evidence

### ▼ Step 4: Decision

#### **Activity 4.11a: Consider the unique contexts** Word document

-  Activity Guide 4.11a: Consider the unique contexts [Level-Intermediate]

#### **Activity 4.12a: Use evidence-based practice decision-making** Word document

-  Activity Guide 4.12a: Use evidence-based practice decision-making [Level-Intermediate]

#### **Activity 4.13a: Create an implementation plan to develop a trusting partnership with Aaron**

 Word document

-  Activity Guide 4.13a: Create an implementation plan to develop a trusting partnership with Aaron [Level-Intermediate]

# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

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CONNECT Module 5: Assistive Technology Interventions in an Online Course

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. [Read more...](#)

### News and Announcements

CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

[Read more...](#)

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CONNECT Modules Workshop Discussion Board

The CONNECT team enjoyed meeting

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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## Resource Library



The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

### Keyword search

With all of the words




### Guided search

Click a term to initiate a search.

#### Resource Type

[Activity \(77\)](#)
[Video \(62\)](#)
[Handout \(55\)](#)
[Audio \(38\)](#)

#### Module

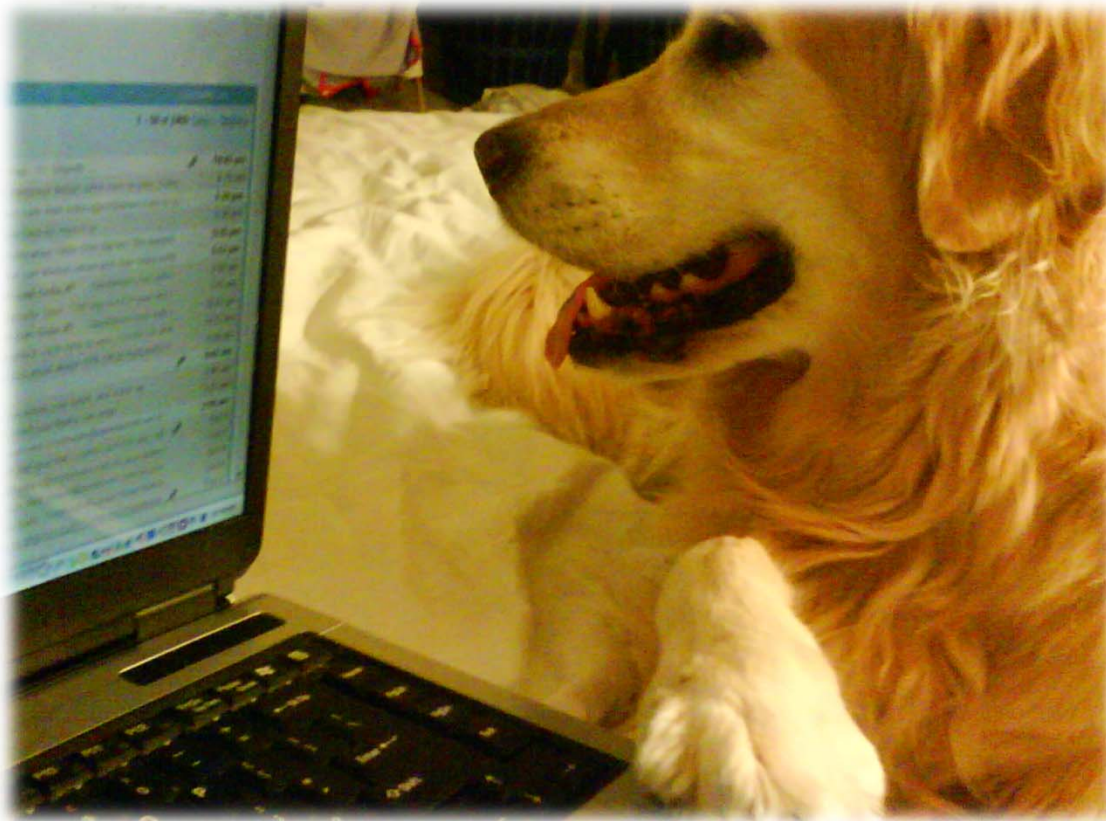
[Module 1: Embedded Interventions \(55\)](#)
[Module 2: Transition \(40\)](#)
[Module 3: Communication for Collaboration \(29\)](#)
[Module 4: Family-Professional Partnerships \(36\)](#)
[Module 5: Assistive Technology Interventions \(38\)](#)
[Module 6: Dialogic Reading Practices \(34\)](#)

#### Module Step

[Step 1: Dilemma \(17\)](#)
[Step 2: Question \(7\)](#)
[Step 3: Evidence \(144\)](#)
[Step 4: Decision \(47\)](#)
[Step 5: Evaluation \(11\)](#)

#### Tags

[family \(60\)](#)
[embedded interventions \(54\)](#)
[collaboration \(53\)](#)
[communication \(53\)](#)
[age 3-8 \(46\)](#)
[center-based \(39\)](#)
[transition \(38\)](#)
[planning and facilitation tools \(24\)](#)
[partnership-oriented practices \(23\)](#)
[peer support \(17\)](#)
[home-based \(15\)](#)
[research \(15\)](#)
[age 0-3 \(14\)](#)
[policy \(12\)](#)



Tech Help

Email: [connect@unc.edu](mailto:connect@unc.edu)

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Demonstration of Practice: Content of Modules



**Module 1: Embedded Interventions**



**Module 2: Transition**



**Module 3: Communication for Collaboration**



**Module 4: Family-Professional Partnerships**



**Module 5: Assistive Technology Interventions**



**Module 6: Dialogic Reading**

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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Step 1:  
Dilemma

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Step 2:  
Question

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Step 3:  
Evidence

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Step 4:  
Decision

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Step 5:  
Evaluation



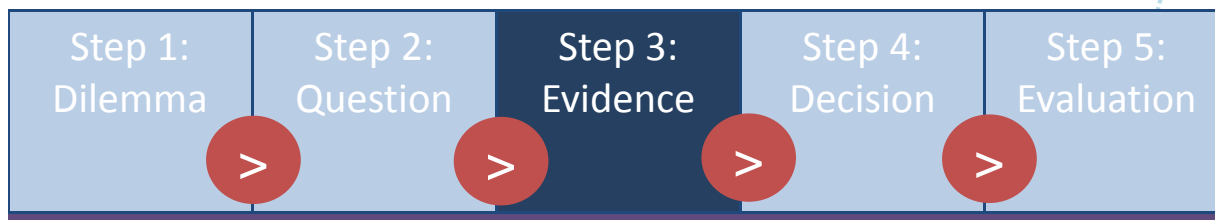
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# Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge



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# Experience-Based Knowledge: Voices from the Field

## Tips and Techniques

### Using the Instructor Dashboard

Need a hand in preparing for your course or professional development session? Look no further - Dashboards are here to help. Dashboards are instructor homepages for each module. You will find:

- 1) **Activity guides** that include facilitation tips and recommended assessments,
- 2) **Personnel preparation standards** that correspond to each module,
- 3) **OSEP indicators and outcomes** that correspond to each module, and
- 4) Downloadable versions of **video and audio clips**.

*BE PREPARED! If you don't have an internet connection in your classroom, download videos and audio clips in advance.*

Instructor Dashboards for each module are located in the "For Instructors" section of the website.

### How the Modules are Being Used

Learn how four faculty used CONNECT modules in a variety of ways.

Johnna Darragh	Susan Fowler	Nancy Grausam	Nadya Pancsofar
Professor Heartland Community College	Professor and Former Dean of College of Education University of Illinois at Champaign-Urbana	Assistant Professor Pennsylvania College of Technology	Assistant Professor The College of New Jersey



Johnna shares how she's used Module 2: Transition with her Associate's degree students.



Susan shares how she's used Module 3: Communication for Collaboration with her graduate level students.



Nancy shares how she's used Module 1: Embedded Interventions with her Associate's degree students.



Nadya shares how she's used Module 1: Embedded Interventions with both her Bachelor's and Master's degree students.

### Tech Tips

How do I email an assignment?

How do I upload an assignment to an Learning Management System (LMS)?

How do I link to CONNECT Modules website from an LMS?

### Need Help?

Contact us directly at:  
[connect@unc.edu](mailto:connect@unc.edu)  
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Sharon Palsha  
(Clinical Professor, School of Education, University of North Carolina-Chapel Hill)

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Experience-Based Knowledge: Module 6



Module 6: Interactive and Dialogic Reading

Practica Course  
(Undergraduate Seniors)

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation

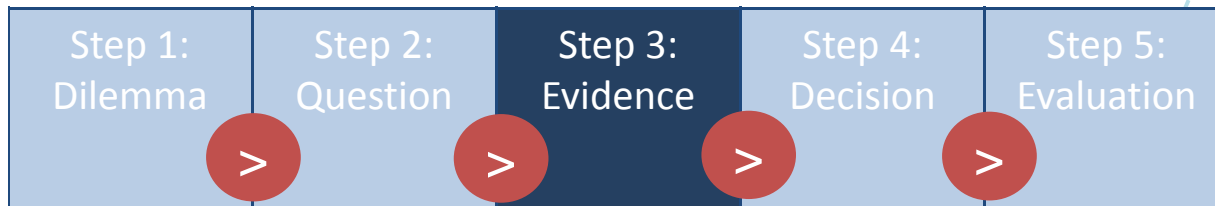


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# EBK: Module 6

***Dialogic reading*** is a specific type of interactive reading that relies on a set of strategies called PEER (**P**rompt-**E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling.



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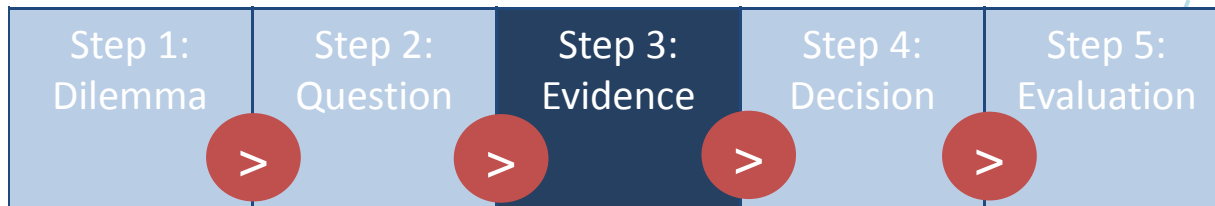
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# EBK: Module 6

## Dialogic Reading Strategies:

- Before reading ...introduce the title/author, ask a question to create interest in the book
- During reading ...use CROWD prompts & PEER sequence
- After reading ...ask questions to help children recall the story & make connections to their lives



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# EBK: Module 6



Students implemented dialogic reading in student teacher placements with entire class (Pre-K & K)



Commented on usefulness of planning handout



Self-assessment and faculty supervisor consultation using Handout 6.5



# EBK: Module 6

CONNECT Modules

Pam Zornick



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# EBK: Module 6

Handout 6.3

Handout 6.2

## Book Selection for Dialogic Reading

Guidelines for Selecting Books for Young Children

Guidelines	Means . . .
Appealing and Appropriate	Is the book appealing to young children? Is the content appropriate (related to content, complexity, etc.)? Is the length appropriate and likely to attract attention?
Alphabet Knowledge (and Early Writing)	Does the book encourage "talk" about the alphabet and its purpose? Does it reinforce letter names and sounds with multiple examples of word and sound generalization? Are letters represented in different forms?
Comprehension (N-Narrative and E-Expository text) (Listening and Understanding)	Does the book provide opportunities to ask a variety of questions? If it is a story, is it a good example to highlight sequencing, main idea, details, etc.? For informational text, does it address early skills for understanding informational text? (e.g., pictures, headings, labels, charts, maps, table of contents)
Concepts About Print (Book Knowledge and Appreciation)	Does the book allow you to focus on word awareness, such as good example for modeling finger point reading? Is the book appropriate?
Dialogue or Interaction	Is this a good source of discussion topics? Does it encourage participation by repeating phrases, conversing, and so on? Is the book, etc?



## CROWD Strategy Planning Sheet

Title:

Author:

Illustrator:

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

**Completion-** The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank). (Ex: Lily's purse is \_\_\_\_\_ and she brings it \_\_\_\_\_).

**Recall-** The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

**Open-ended-** The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all of those apples?)

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
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Step 5:  
Evaluation



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# EBK: Module 6

## Dialogic Reading Observation Form

### Introducing the Book

#### Title of the Book

The reader says the title of the book to the children before beginning the read aloud.

#### Author of the Book

The reader tells the children who the author of the book is before beginning the read aloud.

#### Asks a Question to Build Children's Interest

The reader asks the children at least one question before beginning to read the book to build their interest in the story. (Ex: What do you think this book is about?)

Circle Yes or No to indicate whether the reader did this.

☒ YES

#### Book Selection

Strengths:

Areas to Develop Further:

#### Introducing the Book

Strengths:

Areas to Develop Further:

Handout 6.7



## Read-Aloud Performance Feedback Tool

Learners should use Handout 6.5: Dialogic Reading Observation Form to evaluate their own videotaped dialogic reading session. Then, learners should give this form to their instructor to complete using Handout 6.5 and the videotaped dialogic reading session.

Name: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Date of Dialogic Reading: \_\_\_\_\_

Student: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

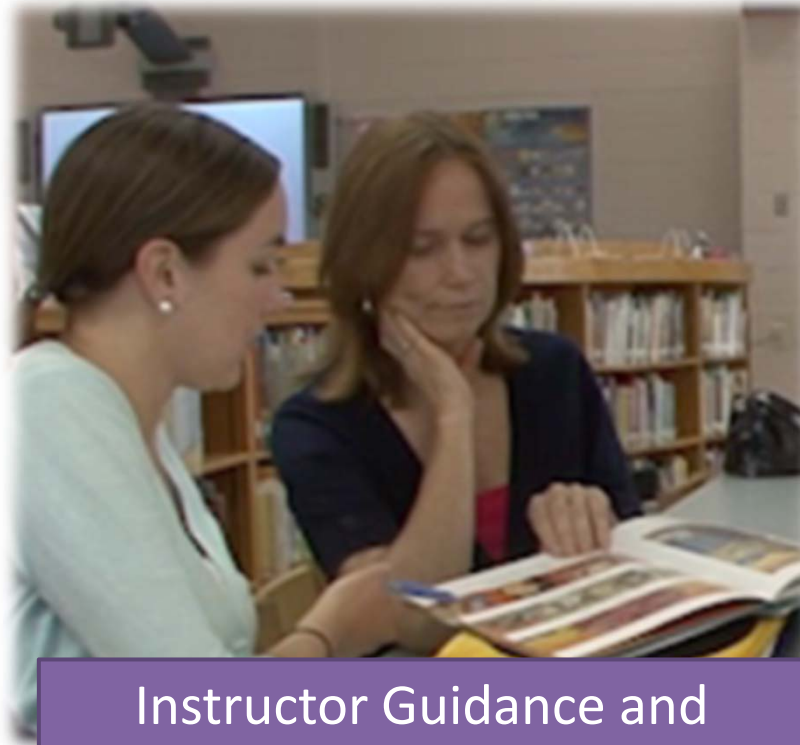
Step 5:  
Evaluation



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# EBK: Module 6



Instructor Guidance and  
Feedback

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

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Step 5:  
Evaluation

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# EBK: Module 6

Student comment at our conference after she completed her second reading.

“Oh my gosh that was so much fun! I felt like I was in a conversation with the children about the book. The children were so engaged and had such great responses to my questions. I can’t wait to do that again.”

# EBK: Module 6

Student comment from this fall after second reading.

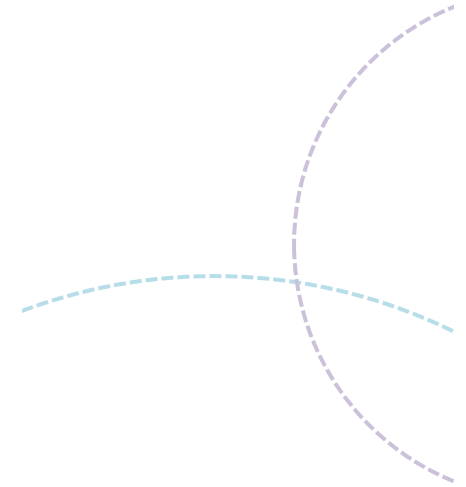
“The children were so better engaged today because my reading was so much more intentional. I wasn’t afraid to let them talk. In fact, it was exciting to hear their connections to the story.”

# EBK: Module 6

Another student comment from this fall after second reading.

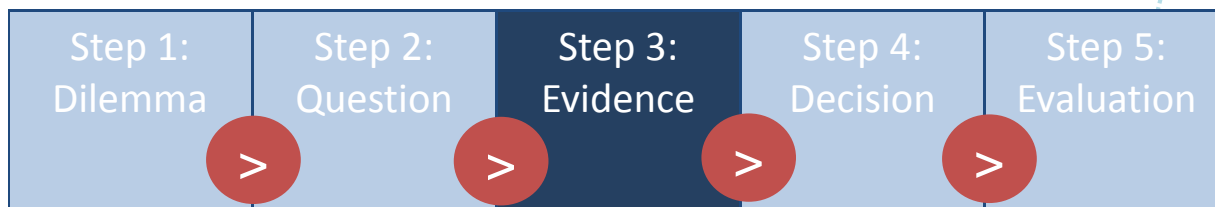
“The planning form forced me to be more purposeful and intentional and helped me to understand all the many components needed to have a successful read aloud. I really have not focused on Distancing and now know why it is important to do so.”

# Questions?



## Step 3: Evidence

- Research
- Policies
- Definition/Demonstration of Practice
- Experience-based knowledge





# Step 4: Decision

Unique Perspectives & Contexts  
of the Dilemma

## Evidence

- Research
- Policies
- Experience-based knowledge

Integrate

Decision

- Plan for implementation
- Identify, review and select strategies

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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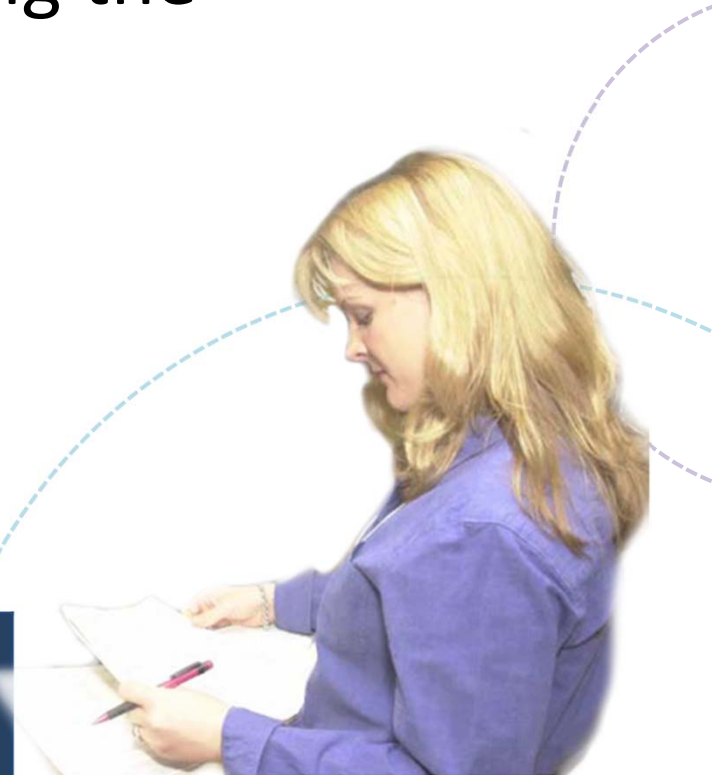
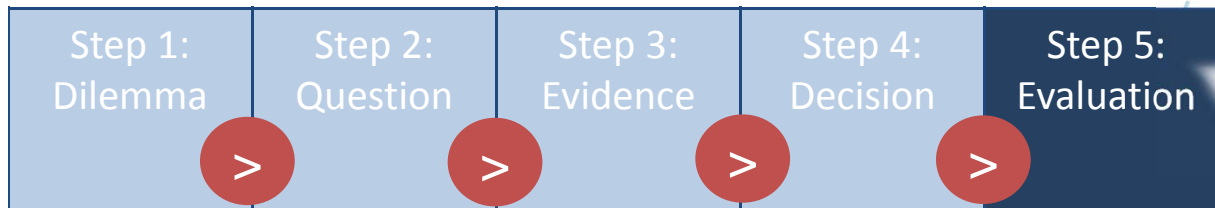


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# Step 5: Evaluation

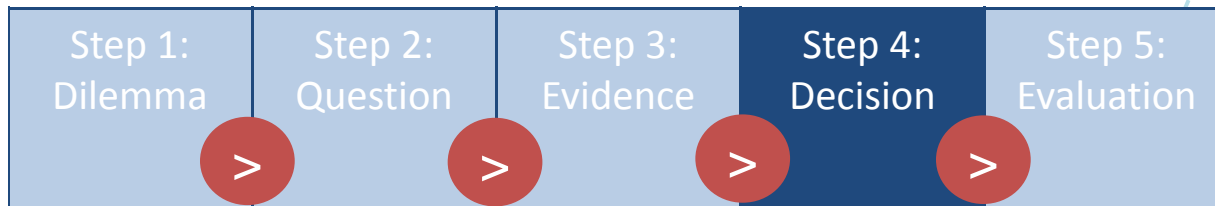
- How do you plan on evaluating your students / participants after using the modules?



# Post your comment online: Integrating Evidence, Making Decision, & Creating a Plan



What are your next steps in using the modules?



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## IV. Closing and Evaluation



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# Questions

