

Emily Grunt:

Welcome.

My name is Emily and I am excited to be here today to talk to you about SEEDS of Learning.

I want to say very loud and clear that SEEDS is a professional learning framework.

It's a framework of strategies that combines sessions of learning with coaching, and, it really focuses both on the Big 5 early literacy skills that children need to become readers, as well as providing the social skills, self-regulation for our students to be ready for kindergarten and readers by grade three.

SEEDS is an acronym.

When we think about it as a balance of relationship and quality interactions, it is our grounding piece. And so the first S in SEEDS stands for sensitivity: Being aware, asking questions, being in tune with our child's needs and what we can provide for them.

And when you think about your five senses, that's what I'm talking about here. We're going to be being aware by looking, by listening, by feeling.

We want to be aware of our child's needs so that we can then enter into this space and build that relationship between child and educator.

And then the first E in SEEDS is that encouragement piece.

And when I think about encouragement we're thinking about positive non-verbals; affirmations and praise. When we can provide being sensitive and encouraging in relationship with our children, then our children can come into this space in not in an emotional state, not with a flipped lid, but in a thinking brain.

And when they're in that thinking brain, we can get them to the second E in SEEDS, which is the big 5 early literacy skills, those big 5 early literacy skills that we know are the things that our children and our students need to become readers.

And that E is going to be education.

What we're teaching them.

What kind of learning opportunities do they have? And if we're teaching them transition songs like Letters, Letters, Letters have Names. What is the name of this letter?

We wanted to teach them the letter "O". What's the next thing we need to do after that? We need to provide them that development of skill through doing. That's when we think about, we taught the letter "O", now we need to hand them the pen.

They need to be writing it. They need to be doing sandpaper, tracing it or going into a sand table and finding the letter “O”, playing puzzles with the letter “O”. Matching the letter “O”. The development of skills through doing is that intentional play where we're providing opportunities from what we've intentionally taught.

We're embedding and explicitly teaching it through that development of skills through doing. Intentional play, intentional activities outside, inside.

And when we can do all of those things, the last “S” in SEEDS is that building up their self-image, their confidence. When we can be in a relationship and SEEDS balance with our children, their self-confidence is respected and capable. And I want to mention that this quality interaction and this balance works for not only the child to teacher relationship, but the teacher to the co-teacher in the room, teacher to admin, teacher to parents and families and the caregivers in the community.

We were lucky to be a part of a randomized controlled trial when using SEEDS as designed, you will have impacts of up to 2 to 3 and a half months of additional literacy skills for the children in SEEDS classrooms.

Our randomized control trial was done out of the NORC, out of the University of Chicago, and it aligns with the national early literacy predictors for that kindergarten readiness. And it was a validated RCT. And again, you can expect when doing SEEDS as designed those impacts for up to two and three and a half months of additional learning.

And we think about how young our students are, three and a half months is a lot of their life! And so it's exciting to see what kind of acceleration can be provided there.

All right, I'm going to hand over to Gina to continue on for us.

Gina Fugnitto

Thank you.

All right, so now that you had a chance to hear from Emily, to learn more about what SEEDS is, we want to consider this professional learning framework and how that framework can support us in learning and being prepared to create the literacy environment we want to create for the students in front of us.

And so as we think about SEEDS of learning, first we want to think about the fact that it's the combination of sessions, coaching, and data that get us that results.

Before we go into the professional learning, we want us to think critically about the resources you have in hand.

And we saw so many folks mentioning quality resources, and that was important to us as well, because when we're thinking about a professional learning framework, we're thinking about the fact that we need to take our learning and transfer it to practice.

And how do we transfer it to practice? We do that by having resources in hand. So I'm going to share about two different kind of resources we've curated for you. First are our print materials. We have an educator's kit. That educator kit was curated to do two things. It was curated to help you participate in the professional learning.

But most important, it was curated to transfer that learning to practice. What are some of the resources that are going to help me in my day-to-day literacy practice with the children I have in front of me? In addition to that, we curated digital resources as well.

You're going to be able to go to our learning portal and access a wide range of digital resources that are further going to help you, as you want to engage in taking the SEEDS of Learning framework and put that into practice in your day-to-day classroom.

But now we need to think about professional learning.

And so we're going to go a bit deeper into the professional learning sessions. The first thing you need to do is determine, how am I going to engage in the professional learning? Am I going to engage in the educator certification course? Am I going to engage in in-person sessions, and am I going to engage in virtual sessions? Now, this might not be your choice.

It might be the choice of the organization or the district you're working with. But there are multiple entry points to engaging in that professional learning to help you build the knowledge across the SEEDS of Learning framework.

Once we know how we're engaging in professional learning, what are we going to experience and how are we going to gain access to tools that help us plan, implement, and reflect on practice?

So, you'll notice that we have SEEDS qualities, SEEDS practices, and SEEDS strategies. Emily grounded us in the SEEDS qualities, and these qualities are going to be paramount in all the work we're going to do in our professional learning, but most importantly in our planning and implementation of these strategies and in the classroom as well, we're going to leverage the SEEDS practices so that we can delve into the SEEDS strategies.

And the SEEDS strategies are all of those early literacy practices that are so important for our youngest students to have, and we want them to have lots and lots of experiences, as you mentioned, Emily, that doing. How are they going to do as much as possible, all of the aspects of literacy so that they gain that knowledge they need to be ready for kindergarten?

Now ,let's go a little bit deeper to think about the individual sessions. There are five specific sessions that are offered in the professional learning framework. The first one grounds you in the SEEDS of Learning.

What is important about the SEEDS qualities and how are they going to help me in my efforts around instruction and in my efforts around reflecting and making sure that I'm planning the kind of experiences my students need?

Then you notice that in sessions two and three, we're going to delve deeper into language comprehension. And in sessions four and five, we're going to go deeper into word recognition.

Now I'm going to take you through this progression of getting a chance to see the kind of resources we have that wrap around the professional learning and takes you to transfer to practice through the lens of session 5.

So, Emily, we're going to go ahead and delve into the SEEDS quality reflection tool. And I'm going to invite you in to this part of the conversation Emily, because I think it connects so nicely to how you set us up what SEEDS qualities are. And if we think about those SEEDS qualities, we also want to step back and reflect on how are we leveraging those qualities across all aspects of our instruction?

Emily Grunt:

Yeah, the SEEDS Quality reflection tool is one that we want to think about.

What does each child need? What does my class need as a whole? Are my students ready to learn?

Have I clicked into being sensitive and have I clicked into being aware of their needs? And when I'm thinking about my awareness of their needs, I know that kids come in with so much knowledge and so much from either their homes or another center they were at, and I want to evaluate what that looks like in order to know what is the E that I need to provide, what kind of activity might I pull a small group for, or what kind of opportunities might I have?

And so we want to take a breath while we're planning. I know that teachers have a lot on their plate. I know that every day is different and that something new comes. And so these quality reflection tools are going to help us click in to what our next steps might be.

Gina Fugnitto:

Thank you Emily.

So once we've had a chance to reflect on our SEEDS qualities, we now can go deeper into the content.

We have five content guides that align with those seed strategies. What are those early literacy skills that we're striving to develop for our youngest students? In that you'll see that we showed the example phonological awareness, phonological awareness is the content guide that ground sessions four and five.

And so this is where we're going to gain content knowledge. We're going to get an understanding of that strategy that's going to help us get ready for the instruction. That's to come.

Then we have access to lesson frames. So lesson frames are providing us with the step by step guide for implementing those strategies. So we're offering suggested language.

We're offering specific objectives as well as suggestions around materials. And you'll notice here we're continuing with session five. We've looked at the content guide around phonological awareness. Now we're seeing that there's a lesson frame in this case is to identify initial phonemes. And that lesson frame is to ground us in I've been learning about this in session five.

Now I can take this frame and I can bring that into my classroom to think about my children in front of me and how I'm going to help them grow and develop in this idea of identifying those initial phonemes. But as I'm planning for instruction, I also need to reflect.

So every lesson frame has a reflection tool. And this is for you as an educator, you as a coach. You as a leader. It helps us to step back and think about what are my strengths and where might I improve when I'm teaching a certain strategy.

So this idea of coupling lesson frames and reflection tools helps us to elevate our own practice, leading into decisions we want to make for our students, which takes us to our next resource.

Which is our planning tool. And so when I get this idea to start planning, I want to make sure I'm also thinking about aspects of differentiation. How am I going to consider the children's learning stages, and what are the techniques I might use to differentiate.

I can now use the planning tool to help think about differentiation, because one of the things that we want to consider is these repeated experiences. Emily, you mentioned earlier how what is that "E" going to look like? What are the activities I'm going to plan? I'm not just going to plan one identifying initial phoneme activity.

I'm going to identify multiple activities.

What might I do whole group? What might I do small group? What am I doing individually? And then how am I going to scaffold and differentiate so that I can meet the wide range of of children that are in my classroom?

Oh, go ahead, Emily.

Emily Grunt:

I was going to say, and what I might add: What might my co-teacher do in the classroom as well?

We can use the planning tool to work together and help decide where we might move around the classroom, together with our plan.

Gina Fugnitto:

Thank you. Emily, I'm so glad you brought that up because oftentimes we're we're planning communally in our classroom. And so how do we leverage these tools and resources to be really strategic around the content? And what we got a chance to do is show you from the lens of session five, when we're coming into session five, I've already been grounded in the, in the SEEDS qualities.

I've already got a chance to experience some of the phonological awareness content guide from session four. And now I'm going deeper into the practices so I can use my lesson frame, my reflection tool, and my planning tool to deepen my instructional practices. But I wanted to add one more resource that's a little bit different and specific to session three.

We know that repeated read alouds is such an important part of the work that we do with our youngest students. And as we think about session three, session three focuses on language comprehension. And in session three, educators are going to learn how to utilize the repeated read aloud lesson frame to support them within their work.

But we also know that navigating a multi-day read aloud could be tricky, right? Especially when we might be taking on this practice new. So we wanted to provide a higher level of scaffold with the repeated read aloud. So you have 26 articulated repeated read aloud lessons.

We thought it was important to elevate what we've heard from other educators. And what we've heard from other educators is that professional learning alone doesn't help me across the year for the day to day practice I often need somebody to come alongside me, and that's where we want to elevate the aspect of coaching.

And partnering coaching with the professional learning elevates the transfer to practice.

And so we have a collaborative coach experience where every educator has a one on one coaching experience, and that coach is helping the educator to curate their resources, consolidate their learning, think about their students and taking that practice into their day to day work.

And so that combination of professional learning activities are is designed to further elevate my experience. I've learned all of this. Now I have to take all of this and put it into practice. And I'm going to do that with a coach that's going to help me think about my children. Where are they now? Where are they going to be in three months?

How else might I adjust the lesson frame to best meet their needs as they're growing in their own literacy development? We are going to talk deeply today about the third part of this, which is data. But the data grounds all the work we're doing, the data is part of the

professional learning experiences. The data is a driving force of the kind of coaching considerations we're going to have.

And the data is what communally brings us together as a community of educators to consider. How are we going to come alongside the children that are sitting in front of us in this group, in the next room, and how are we going to continue to help them develop? And we're so proud of the opportunity to share with you this confidence rating that we have.

93% of educators feel an increased level of confidence in their own teaching ability after they've engaged in the SEEDS professional learning.

And so, before we wrap up, we have a really exciting announcement to share with you.

We got a chance to talk to you about our professional learning framework, which is the SEEDS of Learning.

You might be thinking, I might need a curriculum. I might need something that day-to-day has fully articulated lessons to support myself or to support my educators. Well, we are so honored and excited to announce that for the 26-27 school year, we will have an early literacy curriculum, The SEEDS of Early Literacy, a curriculum for children ages 4 to 5.

And this will provide a really important pathway for you in the early childhood space. I have to be program agnostic in my professional learning. Great! We have the professional learning framework for you. I really want to articulate a curriculum to ground our before kindergarten instruction. Great. We have that for you as well. And so that really idea of branching off into the kind of SEEDS work that best meets the needs of your organization, is going to be available for you.

Emily, it's so wonderful to have an opportunity to learn and and talk about SEEDS with you.

Emily Grunt:

It brings me so much joy, to see these, revisions and updates and still be what's true to what we've loved about SEEDS for a long time. So I can't wait to have it in everyone's hands.