



## Unit 3: Reflective Practice

### Module 2

# Using Reflection

## **USING REFLECTION**

This module contains two sections:

- Mentor-Coach Forum on Reflection (1 hour )
- Tutored Video Instruction (TVI) (3 hours 20 minutes).

## **LEARNING OUTCOMES**

By completing this module, Mentor-Coaches will:

- Deepen awareness of the stages of children’s language development
- Gain useful information for helping protégés support language development in infants, toddlers, and preschoolers
- Understand the role that reflection plays in supporting protégés’ professional development
- Know the function and purpose of reflective conferences
- Learn how to plan, conduct, and analyze reflective conferences.

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- Learn how to plan, conduct, and analyze reflective conferences.

## I. MENTOR-COACH FORUM ON REFLECTION

### CONTEXT

The Mentor-Coach Forum is an opportunity for the group to reconnect after completing the previous unit's work. It begins with an activity designed to get the participants thinking and talking about quality conversations—a key ingredient in children's language development. The subsequent activities give Mentor-Coaches a chance to process the exercises in Module 4 of Unit 2, and the Module 1 self-assessment for this unit.

**TIME:** 1 hour

### OVERVIEW

- Introduction to the Module (5 minutes)
- Facilitator-Led Discussion on Sharing an Early Childhood Experience (10 minutes)
- Facilitator-Led Discussion on Self-Assessment (15 minutes)
- Facilitator-Led Discussion on Achieving Reliability (15 minutes)
- Break (15 minutes).

### FACILITATOR PREPARATION

Take these steps to prepare for this portion of Module 2:

- Review the Facilitator Guide and Mentor-Coach Manual pages for the Mentor-Coach Forum.
- Review the Module 1 self-assessment. Be prepared to answer questions about the individual items, should they arise.
- Review the exercise on achieving reliability in Module 4 of Unit 2.
- Develop strategies for engaging the group in all of the discussions.

## I. MENTOR-COACH FORUM ON REFLECTION

### CONTEXT

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**INTRODUCTION TO THE MODULE**

Welcome the group and make any necessary introductions. Review the agenda for the forum using the overview above. Explain the purpose of each activity.

It was a non-threatening situation for teachers. The feedback was a lot more open, and it really formulated into more of a partnership. They were not afraid of talking about their needs.

—Mentor-Coach

## INTRODUCTION TO THE MODULE

Reflection is a powerful process through which Mentor-Coaches help protégés to examine and enhance their own practice. Today's *Steps to Success* topic is the use of reflection to promote professional growth and development. During today's TVI, you will continue to explore the steps in the Professional Conferencing Process: preparing for and conducting the reflective conference and the post-conference analysis. You will have an opportunity to consider strategies you can use to encourage protégés' reflection on their practices.

Protégés take a leading, active role in conferences. Together, you and your protégés reflect, learn, and plan. Helping protégés to reflect on their work supports their professional growth. When protégés focus on the relationship between their teaching approaches and children's learning, they can identify ways to change and improve their practice.

Today you will also be taking a brief look at children's language development from infancy through preschool age. It is vital for you as a Mentor-Coach to be well-versed in this content area so that you can help protégés develop and use effective strategies for promoting language development.

Before beginning the TVI, you will have an opportunity to share what you learned from the exercises you completed in Module 4 of Unit 2 and Module 1 of this unit. Your facilitator will lead a discussion about your experiences in conducting an observation with a colleague and ways to build consistency in observation throughout your program. You will also discuss the self-assessment you just completed.

## **FACILITATOR-LED DISCUSSION ON SHARING AN EARLY CHILDHOOD EXPERIENCE**

Ask participants to remember an experience in which they had a good conversation with a child. This conversation might have taken place in a preschool setting or in their personal lives. Suggest that they might have talked with the child about a recent accomplishment, something they observed the child doing, or a favorite book.

Ask them to reflect on the qualities that made it a good conversation by considering these questions:

- 1.** What was the setting like?
- 2.** How did the setting and emotional tone contribute to the quality of the conversation?
- 3.** How did they show interest in what the child had to say?
- 4.** What did they say and do to encourage the child's participation in the conversation?
- 5.** How did they promote the child's language development?

Tell the participants that they may wish to write down their thoughts in their manuals.

After a few minutes, ask for volunteers to share their memories. Ask questions to help them to focus on the settings, the tone of the conversations, and the ways in which they encouraged the child to talk and share thoughts.

**SHARING AN EARLY CHILDHOOD EXPERIENCE**

Remember an experience in which you had a good conversation with a child. This conversation might have taken place in a preschool setting or in your personal life. You might have talked with the child about a recent accomplishment, something you observed the child doing, or a favorite book. Reflect on the qualities that made it a good conversation.

**1.** What was the setting like?

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**2.** How did the setting and emotional tone contribute to the quality of the conversation?

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**3.** How did you show interest in what the child had to say?

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**4.** What did you say and do to encourage the child’s participation in the conversation?

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**5.** How did you promote the child’s language development?

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Conclude the exercise by making the following points about conversations that encourage language-rich interactions:

- Adults play an important role in children’s lives. They can influence children’s thoughts about themselves and their interest in learning.
- Adults and children learn best when talking and listening are connected to experiencing and doing.
- Warm, caring conversations are a powerful way to support learning. When people feel safe and supported, ideas and insights flow.
- Conversations support children’s language development.
- Qualities of good conversations are the same, no matter what the age of the participants. Many of the qualities of good adult-child conversations are parallel to conversations between Mentor-Coaches and protégés.

Tell the participants to hold on to these thoughts about conversations, as they are an important component of the TVI.

Before moving to the TVI, facilitate a discussion of the self-assessment they just completed in Module 1. Then have the group reflect on what they learned from the exercises in Module 4 of Unit 2, conducting an observation with a colleague and discussing ways to build consistency in their observations of staff members and protégés in their program.



**FACILITATOR-LED DISCUSSION ON SELF-ASSESSMENT**

In Module 1 of this unit participants used a tool to assess their knowledge of early language development.

Throughout this group discussion of self-assessment, help participants reflect on their knowledge, current practices, and how they can support staff members and protégés. Encourage Mentor-Coaches to share something they learned about themselves—an area of strength, a new goal, or a question. Reassure the participants that what they share will be kept confidential within the group.

Refer participants to their manual for note-taking during this discussion.

Use the following questions to guide the discussion:

- 1.** What did you learn about your knowledge of practices related to children's language development?
- 2.** Based on this self-assessment, what are some skills you would like to practice? What knowledge do you want to acquire?
- 3.** How will these skills and knowledge influence your work as a Mentor-Coach?
- 4.** What resources on language and literacy development have you found to be useful in your work?

**SELF-ASSESSMENT**

In Module 1, you assessed your knowledge of children’s language development. You also began to assess your skills in helping protégés to use this information in the most effective way. Throughout this group discussion of self-assessment, you will reflect on your knowledge, current practices, and ways you can support your protégés. Consider these questions:

- 1.** What did you learn about your knowledge of teaching practices related to children’s language development?

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- 2.** Based on this self-assessment, what are some skills you would like to practice? What knowledge do you want to acquire?

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- 3.** How will these skills and knowledge influence your work as a Mentor-Coach?

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- 4.** What resources on language and literacy development have you found to be useful in your work?

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**FACILITATOR-LED DISCUSSION ON ACHIEVING RELIABILITY**

In Module 4 of Unit 2, two Mentor-Coaches observed a protégé together. This was designed to help them build consistency in their observations. In an optional activity, Mentor-Coaches also had the chance to meet with a program manager to discuss strategies for building consistency among multiple observers.

Refer participants to their manual for note taking during this discussion.

Ask participants to share what they learned from conducting the joint observation. Use the following questions to guide the discussion:

1. What did you learn about yourself as an observer by conducting the joint observation?
2. What changes will you make in your own observation practices as a result of your experience?

Ask participants to share what they learned from their meeting with their program manager. Use the following questions to guide the discussion:

1. What ideas emerged from your discussion about building consistency in observation?
2. What ideas will your program implement first?

**BREAK**

Give participants a chance to check in with you, ask questions, or just stretch their legs before beginning the TVI.

**ACHIEVING RELIABILITY**

In Module 4 of Unit 2, you and another Mentor-Coach jointly observed a protégé. This exercise was designed to help you build consistency in your observations. You also had the chance to take part in an optional activity—meeting with a program manager to discuss how your program could help all of its observers to be consistent in conducting observations.

Think about what you learned from conducting the joint observation.

- 1.** What did you learn about yourself as an observer?

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- 2.** What changes will you make in your own observation practices as a result of your experience?

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Think about what you learned from your meeting with the program manager.

- 1.** What ideas emerged from your discussion about building consistency in observation?

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- 2.** What ideas will you implement first?

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## II. TUTORED VIDEO INSTRUCTION ON REFLECTION

### CONTEXT

Reflective conferencing is an effective strategy for building protégés' ownership of their professional growth while focusing them on the relationship between their practice and children's learning. In this module Mentor-Coaches will continue to learn about the steps of the Professional Conferencing Process by learning how to plan and conduct reflective conferences. This module will help Mentor-Coaches build their capacity to guide their protégés' reflection by encouraging their analysis of classroom events, addressing their challenges, and planning next steps in their development. In addition, a review of language development in young children will emphasize the relationship of language and literacy and the importance of positive interactions between protégés and children.

**TIME:** 3 hours 15 minutes

### OVERVIEW

- The Importance of Language Development (5 minutes)
- Language Development in Infants and Toddlers (5 minutes)
- Language Development in Preschool Children (5 minutes)
- Facilitator-Led Discussion on Language Development (10 minutes)
- Using Reflection in Professional Development (15 minutes)
- Facilitator-Led Discussion on Reflective Conferencing (5 minutes)
- Step 3: Post-Observation Analysis (15 minutes)
- Facilitator-Led Discussion on Step 3: Post-Observation Analysis (30 minutes)
- Step 4: The Reflective Conference (10 minutes)
- Facilitator-Led Discussion on Step 4: The Reflective Conference (50 minutes)
- Step 5: Post-Conference Analysis (15 minutes)
- Facilitator-Led Discussion on Professional Development Plan (20 minutes)
- Wrap-Up (5 minutes)

## II. TUTORED VIDEO INSTRUCTION ON REFLECTION

### CONTEXT

Reflective conferencing is an effective strategy for building protégés' ownership of their professional growth while focusing on the relationship between their practice and children's learning. In this module, you will continue to learn about the steps of the Professional Conferencing Process by focusing how to plan and conduct reflective conferences. You will see video examples of Mentor-Coaches and protégés engaged in these activities, and you will participate in a number of exercises designed to build your skills. In addition, you will review important aspects of language development in young children. This review will emphasize the relationship of language development to literacy and the importance of positive interactions between protégés and children. This module will help you build your capacity to guide your protégés' reflection through analysis of classroom events, addressing their challenges, and planning the next steps in their development.



## FACILITATOR PREPARATION

Prior to showing the TVI to your group, take the following steps to prepare:

- Read through the entire Facilitator Guide and Mentor-Coach Manual for this section, including the STEP-Docs.
- Preview the TVI to familiarize yourself with the content of the presentations. Summaries of the content are provided in each section.
- Read **STEP-Doc 3.2b: Professional Conferencing Process**.
- Review and plan for the six facilitator-led discussions in this TVI. Develop approaches or strategies for working with your particular group to meet their needs (i.e., full-group discussions, small-group breakouts, pairs or triads, individual reflection).

Review Module 3 of Unit 3 for the wrap-up segment of this module.





START THE TVI

## TVI CONTENT

### THE IMPORTANCE OF LANGUAGE DEVELOPMENT

#### Transition to the Video Clip

Let's take a minute to view overall development in the early years. We will see a video clip showing children engaged in language interactions with adults and peers.

#### VIDEO CLIP: Language Development Continuum

This video is a montage illustrating the continuum of children's language development from birth through age five. The clips show children using language to communicate and adult-child interactions that foster language development.

The TVI introduces these points:

- Language plays an important role in early literacy. Listening, speaking, understanding, and communicating are essential skills for children to have as they explore writing and reading.
- Children's acquisition of language skills is largely influenced by their interactions with adults.
- In home-based programs, Mentor-Coaches support protégés in acknowledging the significance of culture and home language and help family members understand the critical role they play in supporting children's language development. Protégés in center-based programs play a large part in directly helping children to learn and use language.
- There are many appropriate strategies that protégés can use to support children's language development, both in classrooms and in homes. **STEP-Doc 3.2a: Stages of Language Development**, gives examples of the ways adults can support language development at various ages.
- Mentor-Coaches can support protégés' skills in promoting children's language development through reflective conferencing.

## THE IMPORTANCE OF LANGUAGE DEVELOPMENT

### VIDEO CLIP: Language Development Continuum

This video is a montage illustrating the continuum of children's language development from birth through age five. The clips show children using language to communicate and adult-child interactions that foster language development.

As demonstrated, language plays an important role in early literacy. Listening, speaking, understanding, and communicating are essential skills for children to have as they explore writing and reading.

Children's acquisition of language skills is largely influenced by their interactions with adults. In home-based programs, protégés work with family members to help them understand the critical role they play in supporting children's language development. Protégés in center-based programs play a large part in directly helping children to learn and use language.



There are many appropriate strategies that protégés can use to support children’s language development both in classrooms and in homes. **STEP-Doc 3.2a: Stages of Language Development**, gives examples of the ways adults can support language development at various ages. Through reflective conferencing Mentor-Coaches can support protégés’ skills in promoting children’s language development.

**Language Development**

- Is one of the most important tasks in the first five years of a child’s life
- Strongly predicts later success in learning to read and write
- Includes receptive skills (listening and understanding) and expressive skills (speaking and communicating)
- Is highly dependent on interactions with adults
- Is linked to children’s learning in other areas, including social relationships and emotional development.

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## **LANGUAGE DEVELOPMENT IN INFANTS AND TODDLERS**

The TVI continues with these points about language development in infants and toddlers:

- Language development begins in infancy when babies and adults interact using sounds, touch, and other nonverbal means to communicate interests, needs, and feelings.
- Infants and toddlers move through various stages of language development. Very young infants use crying, smiling, facial expressions, and body movements to express their needs. As they develop, they learn to send purposeful messages through their gestures and sounds. From there, they progress to using single words to communicate.
- By the toddler years, children are using more vocabulary and combining words. They can verbally participate in short conversations and are able to take turns in a conversation.
- Family members and protégés have a very important role in helping babies and toddlers develop their capacity to communicate. Engaging children in conversations, even at a very young age, helps children learn to communicate. These early conversations will be one-sided, but as children grow, they will contribute more and more using the communication skills available to them.
- Language delays are often not detected until children are older. Mentor-Coaches can help protégés attend to signs that children's language may be delayed.

### **Transition to the Video Clip**

We are going to see two examples of adults, one in a classroom in Wyoming and one in a home setting in California, as they use various strategies with infants and toddlers.

## LANGUAGE DEVELOPMENT IN INFANTS AND TODDLERS

Early language development and literacy are closely related. Oral language is the basis for written language. Children’s skill with oral language contributes to their success with written language. When we talk about oral language we are talking about how capacities to listen and speak develop into abilities to understand and communicate. **STEP-Doc 3.2a: Stages of Language Development**, gives many examples of infants’ and toddlers’ language abilities.

**Look for infants and toddlers to:**

- Use verbal and nonverbal forms of communication
- Gradually refine their communication from sounds to words
- Respond to verbal and nonverbal communications.

**What protégés and parents can do to support infants and toddlers:**

- Make communication fun
- Be responsive to their sounds and gestures
- Use props and gestures to convey meaning.

**What Mentor-Coaches can do to support protégés:**

- Be knowledgeable about the language development of infants and toddlers
- Model appropriate strategies with children
- Have a variety of resources available to share with protégés.

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**VIDEO CLIP: Early Language Development**

This video clip shows two examples of fostering early language development. In the first example, a protégé in an Early Head Start program in Wyoming interacts verbally with one of the infants in the program. The second segment, from an Early Head Start program in California, shows the home-based protégé and parent working together to support the child's language development. Both protégés discuss appropriate strategies to encourage children's language development at this age.

The TVI presenters highlight the major points in the video. The TVI continues with a presentation of language development in preschool children.

**VIDEO CLIP: Early Language Development**

This video clip shows two examples of fostering early language development. In the first example, a protégé in an Early Head Start program in Wyoming interacts verbally with one of the infants in the program. The second segment, from an Early Head Start program in California, shows the home-based protégé and parent working together to support the child's language development. Both protégés discuss appropriate strategies to encourage children's language development at this age.



## **LANGUAGE DEVELOPMENT IN PRESCHOOL CHILDREN**

The TVI continues with a presentation of these points:

- Three- and 4-year-olds are continuing to learn language and are also using language to learn.
- They are expanding their vocabulary and using language for many different purposes. They use words in more advanced ways to share information, experiences, ideas, and feelings.
- Language-rich environments, at home and at school, play a big part in developing children's language skills. Frequent, meaningful conversations between adults and children encourage and foster the use of advanced language.
- It is important for protégés to plan conversations with children as part of the daily classroom routine. Protégés intentionally engage children in high-quality conversations by extending what the child is saying, asking questions for clarification, and asking questions that challenge children to solve problems and to speculate.
- Home-based protégés can model these same strategies for families and encourage high-quality conversations in the home.
- Conversations about curriculum topics (science, math, and social studies) are also an important aspect of a language-rich environment. These conversations draw on children's direct experiences while helping them to understand concepts, learn new vocabulary, and develop more-complex language skills.

### **Transition to the Video Clip**

Now let's go to a Head Start program in Ohio to watch a discussion at breakfast. The teacher, Nikki, is intentionally engaging children in a curriculum-related conversation.



**VIDEO CLIP: Curriculum-Related Conversation**

This video shows a protégé and a small group of children in a Head Start program in Ohio. They are engaged in a curriculum-related conversation at mealtime. The protégé planned this conversation as a way of finding out what the children knew about a certain topic. In the course of the conversation, one child shares a personal story related to the topic. The protégé's Mentor-Coach comments on the strategies used to foster the curriculum-related conversation.

The TVI presenters summarize the main points depicted in the video and then provide a transition for participants into the facilitator-led discussion.

**PAUSE THE TVI**

**VIDEO CLIP: Curriculum-Related Conversation**

This video shows a protégé and small group of children in a Head Start program in Ohio. They are engaged in a curriculum-related conversation at mealtime. The protégé planned this conversation as a way of finding out what the children knew about a certain topic. In the course of the conversation, one child shares a personal story related to the topic. The protégé's Mentor-Coach comments on the strategies used to foster the curriculum-related conversation.

## FACILITATOR-LED DISCUSSION ON LANGUAGE DEVELOPMENT

### Engaging Conversation and Implications for the Staff

Lead the participants in a discussion on the relationship between curriculum and language development through conversation. Invite them to record their thoughts in their manual. Ask the group these questions:

- Think about what you know about children’s language development. How does this inform curriculum planning?
- How does this information affect your work as a Mentor-Coach?

### Facilitator’s Transition Statement

The next part of the TVI will focus on planning for and conducting reflective conferences. You will learn strategies to engage protégés in conversations about their teaching and the progress of the children in their care.



RESUME THE TVI

**LANGUAGE DEVELOPMENT**

**Engaging Conversations and Implications for Staff**

Consider the relationship between curriculum and language development through conversations.

- 1.** Think about what you know about children’s language development. How does this inform curriculum planning?

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- 2.** How does this information affect your work as a Mentor-Coach?

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## TVI CONTENT

### USING REFLECTION IN PROFESSIONAL DEVELOPMENT

This next segment of the TVI begins with these points:

- Reflection is a process used to refine teaching practice. Through reflection, Mentor-Coaches help protégés to examine their practices in relation to children’s early literacy and language learning.
- *Steps to Success* is using the term reflection to specifically refer to a process of using thought-provoking questions to stimulate a protégé’s thinking and problem solving.
- This segment continues with the steps of the Professional Conferencing Process introduced in Unit 2. It starts by revisiting Step 3: Post-Observation Analysis, followed by Step 4: Reflective Conferencing, and Step 5: Post-Conference Analysis. See **STEP-Doc 3.2b: Professional Conferencing Process**, for a review of the steps in the process.
- The reflective conference (Step 4) has three parts:
  - ❑ Protégés and Mentor-Coaches work together to analyze the events observed. Mentor-Coaches guide protégés to make important connections between their practice and children’s learning.
  - ❑ Mentor-Coaches and protégés explore challenges seen in the observation and strategize different approaches to meet them.
  - ❑ Protégés and Mentor-Coaches review the discussion, set goals, and plan next steps.
- Effective reflective conferences are regular and ongoing. Mentor-Coaches and protégés are equal partners in the process.
- In Step 5, the Post-Conference Analysis, Mentor-Coaches reflect on the conference. They think about whether the goals for the conference were successfully addressed. Mentor-Coaches analyze their effectiveness in guiding protégés’ reflection and decide what to do differently next time.

USING REFLECTION IN PROFESSIONAL DEVELOPMENT

Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience really means. —R. Parlakian (2001)

In Steps to Success, we use the term reflection to mean examining teaching practices in relation to children’s early literacy and language learning. This is accomplished in the context of the reflective conference. Throughout the reflective conference Mentor-Coaches use thought-provoking questions to stimulate a protégés’ thinking and problem solving. This process can be a very effective way for Mentor-Coaches to support protégés professional development.

Reflective conferencing is effective when Mentor-Coaches and protégés:
• Share a mutual goal of understanding teaching and children’s learning
• Equally “own” the reflective process
• Document teaching and learning to help them reflect.
Reflection begins with thought-provoking questions. Here are a few examples:
• “How effective was this conversation in promoting children’s use of new vocabulary words?”
• “I wonder what you thought about Tommy’s response to your question about the butterfly’s wings?”
• “What are some of the challenges you are facing as you think about developing these children’s language skills?”
• “What might you have done differently?”

Horizontal lines for note-taking.

**Transition to the Video Clip**

In this video clip we will listen to Lisa, an ELMC, and Monsi, the protégé, in Utah as they begin a reflective conference. We will then go to Alabama to watch Dee, an ELMC, and Kendra, the protégé, in their conference.

**VIDEO CLIP: Reflection Examples**

This video clip shows a portion of two different reflective conferences. Both conferences are based on formal observation by the Mentor-Coaches. In the first clip, a Mentor-Coach and protégé in a Utah Migrant Head Start program talk about strategies for extending conversations with preschool children. The second segment is from a Head Start program in Alabama. The Mentor-Coach and protégé discuss the protégé's success in meeting her goals for children's language development.

The TVI presenters will comment on the role of the Mentor-Coaches and the strategies they used in the conference. This segment ends by transitioning participants to the facilitator-led discussion.

**PAUSE THE TVI**

**VIDEO CLIP: Reflection Examples**

This video clip shows a portion of two different reflective conferences. Both conferences are based on formal observation by the Mentor-Coaches. In the first clip, a Mentor-Coach and protégé in a Utah Migrant Head Start program talk about strategies for extending conversations with preschool children. The second segment is from a Head Start program in Alabama. The Mentor-Coach and protégé discuss the protégé's success in meeting her goals for children's language development.

## FACILITATOR-LED DISCUSSION ON REFLECTIVE CONFERENCING

### Connecting Reflective Conferencing to Your Own Experience

Refer the Mentor-Coaches to their manuals for note taking.

Use the following questions to facilitate a brief discussion that helps participants connect this content with the work they do:

1. How are the examples of reflective conferencing seen in the video similar to the way you have done conferences in the past? How do they differ?
2. How have you encouraged reflection in your own work? Did the reflection help to support professional development?

Allow time for participants to share some experiences. Summarize the discussion and then transition to the next TVI segment.

### Facilitator's Transition Statement

For the remainder of the TVI, you will continue to learn about the steps in the Professional Conferencing Process introduced in Unit 2. You will start by revisiting post-observation analysis as a planning strategy for the reflective conference. You will then look closely at the reflective conference itself. The TVI ends with the final step of the process—the post-conference analysis.



**RESUME THE TVI**

**Connecting Reflective Conferencing to Your Own Experience**

The facilitator will guide you in a discussion about your own experiences with reflective conferencing. Consider these questions:

1. How are the examples of reflective conferencing seen in the video similar to the way you have done conferences in the past? How do they differ?

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2. How have you encouraged reflection in your work? Did the reflection help to support professional development?

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## TVI CONTENT

### STEP 3: POST-OBSERVATION ANALYSIS

#### Preparing for a Reflective Conference

The TVI resumes with these points:

- Successful conferences depend on the planning of the Mentor-Coach and the active involvement of the protégé.
- In Step 3 of the Professional Conferencing Process, the Mentor-Coach sets the stage for a successful conference by analyzing the observation (as discussed in Unit 2, Module 3) and identifying topics to be addressed in the conference. It is important that the Mentor-Coach set realistic expectations for what can be accomplished in each conference with a protégé.
- The Mentor-Coach develops a few questions designed to get the reflective process started.
- The Mentor-Coach plans an approach to introduce a discussion of missed opportunities or a teaching challenge relevant to the observation.
- The Mentor-Coach considers patterns in the protégé's previous responses and thinks about how they can be addressed this time.

#### Transition to the Video Clip

Ronna, a Mentor-Coach in Taunton Massachusetts, has observed Barbara, the protégé, during a weekly socialization group. She uses a videotape of her observation to reflect on Barbara's strengths and challenges.

#### VIDEO CLIP: Post-Observation Analysis

This video shows a Mentor-Coach in a home-based Early Head Start program in Taunton, Massachusetts. The Mentor-Coach has observed one of the home visitors during the weekly socialization group. She has videotaped the observation and reviews the tape as part of her preparation for the reflective conference. She reflects on the strengths of this protégé and identifies a challenge that she wants to discuss during their conference.

### STEP 3: POST-OBSERVATION ANALYSIS

#### Preparing for a Reflective Conference

Planning is the key to effective reflective conferences. Mentor-Coaches need to consider the evidence from the teaching and learning they observed that is related to the protégé’s goals. Then they need to think about how to make the most of the time they will have together. The post-observation analysis (discussed in Unit 2, Module 3), in which the Mentor-Coach considers the strengths, critical events, and patterns observed, is essential. **See STEP-Doc 3.2b: Professional Conferencing Process**, for a review of all the steps in the process.

**What Mentor-Coaches Can Do:**

- Review the goals of the observation established during the pre-observation conference.
- Review their observation notes and other documentation and decide what to address during the conference.
- Develop a few open-ended questions to guide the reflection.
- Be prepared to probe for more detail and further thinking.
- Prepare to draw the protégé’s attention to missed opportunities or challenges she faced.
- Think through several possibilities for the protégés’ reaction and how to respond.

**What Protégés Can Do:**

- Engage in self-reflection on the observed activity and the effectiveness of the strategies they used.
- View a videotape of the observation when available.
- Prepare questions to ask the Mentor-Coach.

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**VIDEO CLIP: Post-Observation Analysis**

This video shows a Mentor-Coach in a home-based Early Head Start program in Massachusetts. The Mentor-Coach has observed one of the home visitors during the weekly socialization group. She has videotaped the observation and reviews the tape as part of her preparation for the reflective conference. She reflects on the strengths of this protégé and identifies a challenge that she wants to discuss during their conference.

## FACILITATOR-LED DISCUSSION ON STEP 3: POST-OBSERVATION ANALYSIS

### Analyzing Your Classroom Observation

In Module 1 of this Unit, Mentor-Coaches were asked to complete an observation of a protégé using a demonstration tool. The observation focused on strategies that the protégé used to promote children’s language development.

In this two-part activity, participants have an opportunity to plan for a reflective conference using actual data from their observations. In the first part of the activity, each Mentor-Coach will analyze her or his observation using a set of guiding questions. Then he or she will take steps to prepare for the conference.

Start by asking the participants to reflect on the observations they completed in Module 1. Ask them to take out their completed observation tool and review their notes. Tell them to turn to their manuals and analyze their observation using the three questions. Allow the group to complete this task individually and then ask for volunteers to share their analyses with the group. Use the questions below to spark the discussion. Remember to ask the Mentor-Coaches to mention the age of the children they observed.

1. What did you learn about how this protégé promotes children’s language development?
2. What were some important and effective strategies the protégé used to:
  - Encourage children to take turns in conversation
  - Encourage expressive language
  - Extend interactions
  - Promote vocabulary development
  - Encourage listening
  - Support the use of more-complex language
  - Help children to share their feelings, ideas, opinions, and questions?
3. What changes to promote language development did the protégé miss? What else would you like to have seen during the observation?

Summarize the group discussion and then continue with the second part of the activity.

**STEP 3: POST-OBSERVATION ANALYSIS**

**Analyzing Your Classroom Observation**

Reflect on the observation you completed in Module 1. Take out your completed observation tool and review your notes. Think about the following three questions and write down your thoughts. Be prepared to share your thoughts with other members of your group.

1. What did you learn about how this protégé promotes children’s language development?

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2. What were some important and effective strategies the protégé used to:

- Encourage children to take turns in conversation
- Encourage expressive language
- Extend interactions
- Promote vocabulary development
- Encourage listening
- Support the use of more complex language
- Help children to share their feelings, ideas, opinions, and questions?

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3. What chances to promote language development did the protégé miss? What else would you like to have seen during the observation?

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**Planning a Conference with Your Protégé**

Tell the participants to imagine that they are planning a conference with the protégé they observed. Ask them to continue the post-observation analysis process by setting realistic goals for the conference and developing questions to get the process started. They should also note any challenges or missed opportunities.

Refer the participants to their manuals and ask them to use the questions to guide their thoughts.

1. Based on your analysis of the observation, what goals will you set for this conference?
2. What challenges or missed opportunities do you want to make sure are addressed in the conference?
3. What are some questions you might ask to get the reflection process started?

Allow time for the Mentor-Coaches to complete the activity individually. Then, encourage them to share ideas with one another or with the entire group.

Conclude by asking the Mentor-Coaches to reflect on what they learned from this activity. Ask for volunteers to share their thoughts with the group. After the discussion, provide a transition to the next segment of the TVI.

**Facilitator's Transition Statement**

The next segment of the TVI focuses on the reflective conference. You will move from what you have seen and heard during the observation to reflecting on that observation with your protégé. You will also learn how to discuss practices that seem challenging to your protégé, as well as how to help him or her plan next steps in light of those challenges.

**RESUME THE TVI**

**Planning a Conference with Your Protégé**

Now imagine that you are planning a conference with the protégé you observed. Complete the post-observation analysis process by setting realistic goals for the conference. Identify any challenges you want to see addressed, then develop questions to get the process started. Be prepared to share your ideas with others in your group.

1. Based on your analysis of the observation, what goals will you set for this conference?

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2. What challenges or missed opportunities do you want to make sure are addressed in the conference?

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3. What are some questions you might ask to get the reflection process started?

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## TVI CONTENT

### STEP 4: THE REFLECTIVE CONFERENCE

#### Guiding Reflection

The TVI continues with these points:

- The relationship between Mentor-Coaches and protégés discussed in Unit 1 is an important foundation for reflection. A positive, trusting relationship is the key to effective reflective conferences.
- It is helpful to think of the reflective conference as a quality conversation between a Mentor-Coach and protégé.
- There are three parts to the reflective conference. Together, protégé and Mentor-Coach do the following: (1) analyze the events observed; (2) explore challenges seen in the observation and strategize different approaches, and (3) review the discussion, set goals, and plan next steps.
- They begin the conference by reviewing the goals set in their pre-observation conference (discussed in Unit 2).
- Next, the Mentor-Coach guides the protégé to reflect on the events in the observation, using thought-provoking questions and comments to draw out the protégé's reactions. He or she asks questions that relate to the protégé's goal and the strategies used to achieve the goal. The Mentor-Coach encourages the protégé to reflect on and assess the effectiveness of these strategies. Throughout the conversation, the Mentor-Coach is guiding the protégé to make connections between her practice and children's learning.
- The Mentor-Coach keeps in mind cultural and personality factors that influence their interactions. He or she is also sensitive to the protégé's experience with self-reflection.

**STEP 4: THE REFLECTIVE CONFERENCE**

**Guiding Reflection**

The Mentor-Coach has three tasks to accomplish in the reflective conference. First, the Mentor-Coach leads the protégé in an analysis of the events observed and guides the protégé’s reflection on the events. Second, the Mentor-Coach identifies and discusses any missed opportunities or teaching challenges observed. Finally, the Mentor-Coach facilitates a discussion about next steps.

**To guide the reflective conference, Mentor-Coaches can:**

- Begin with a review of the protégé’s goals and use the goals as a way to focus the discussion
- Let the protégé comment first—invite her or him to share thoughts about the observation
- Use thoughtful questions and comments to draw out the protégé’s thoughts and feelings
- Acknowledge the protégé’s insights and strengths
- Help the protégé to connect teaching practices to the children’s learning
- Share thoughts and insights about the observation.

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**Addressing a Challenge**

- Productive reflective conferences encourage protégés to analyze missed opportunities and to address the challenges they face when teaching.
- Protégés often bring up teaching challenges on their own. If the challenge is less obvious to the protégé, the Mentor-Coach needs to raise the issue.
- Mentor-Coaches can effectively bring up such challenges by focusing on the protégé's goals, examining the response of a child or group of children, or pointing out a difference in perspective between the Mentor-Coach and protégé.
- The goal at this stage is to open up the protégé's thinking, helping her or him to see a situation from a new perspective.

**Transition to the Video Clip**

We will go back to Ronna and Barbara as they continue to analyze the observation by addressing Barbara's goal and her challenge.



**VIDEO CLIP: The Reflective Conference**

This video shows the Mentor-Coach and protégé in the previous video engaged in a reflective conference. The Mentor-Coach has completed her post-observation analysis and prepared for the reflective conference. The protégé has also prepared for the conference by viewing the videotape of the observation and doing her own analysis. During the conference, the Mentor-Coach raises a challenge with the protégé and guides the protégé to reflect on the challenge. Together, they strategize a different approach for the protégé to try.

The TVI presenters comment on the strategies used by the Mentor-Coach to focus the conversation and encourage the protégé's thinking about her practice. They also comment on the approach the Mentor-Coach took to address a challenge and the impact that approach had on the protégé's reaction.

The TVI then transitions to the facilitator-led discussion by asking participants to imagine that the protégé had a different response.

**PAUSE THE TVI**

**VIDEO CLIP: The Reflective Conference**

This video shows the Mentor-Coach and protégé in the previous video engaged in a reflective conference. The Mentor-Coach has completed her post-observation analysis and prepared for the reflective conference. The protégé has also prepared for the conference by viewing the videotape of the observation and doing her own analysis. During the conference, the Mentor-Coach raises a challenge with the protégé and guides the protégé to reflect on the challenge. Together, they strategize a different approach for the protégé to try.

## FACILITATOR-LED DISCUSSION ON STEP 4: THE REFLECTIVE CONFERENCE

### Addressing a Challenge

Ask participants to imagine that the protégé in the video clip **The Reflective Conference** had a different response to the Mentor-Coach's challenge. Suggest a scenario in which the protégé was unable to identify the challenge introduced by the Mentor-Coach. Refer participants to their manual. Pose these questions to the group:

1. How might the Mentor-Coach respond to the protégé in this situation?
2. What could the Mentor-Coach do to help this protégé see the Mentor-Coach's perspective?

After the group has shared their ideas, continue with the second part of this activity.

**STEP 4: THE REFLECTIVE CONFERENCE**

**Addressing a Challenge**

Imagine that the protégé in the video clip **The Reflective Conference** had a different response to the Mentor-Coach’s challenge. Suppose that she was unable to identify the challenge introduced by the Mentor-Coach.

- 1.** How might the Mentor-Coach respond to the protégé in this situation?

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- 2.** What could the Mentor-Coach do to help the protégé see the Mentor-Coach’s perspective?

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## Strategizing Your Approach

Ask the participants to look back to the activity in their manuals, **Planning a Conference with Your Protégé** (a few pages back in this module). In that activity, they identified challenges or missed opportunities to address during the conference. Using what they have learned in this segment, ask the Mentor-Coaches to develop an approach for introducing those challenges. Refer them to their manuals to record their thoughts:

1. How will I introduce the challenge if my protégé doesn't bring it up?
2. What approach will I take, if my protégé doesn't understand the challenge?
3. What will I say, if my protégé's perspective is different from my own?

Allow time for the participants to complete the task on their own. Ask for any questions or comments from the group. Then transition to the final segment of the TVI.

## Facilitator's Transition Statement

You have just seen the importance of a trusting and honest relationship on the analysis and reflection process. You also have seen that having the ability to see another's perspective can help protégés identify challenging aspects of their teaching practices. You will now see how Mentor-Coaches can assist their protégés in weaving these various threads into a coherent plan for positive steps toward improvement. The next segment focuses on this last part of the reflective conference.

**Strategizing Your Approach**

Refer back to the activity you completed in this module, **Planning a Conference with Your Protégé**. In this activity, you planned a reflective conference with the protégé you observed. You also identified challenges or missed opportunities to address during your conference. Using what you learned in this segment, strategize an approach for addressing those challenges. Use these questions to guide your thoughts:

- 1. How will I introduce the challenge if my protégé doesn't bring it up?

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- 2. What approach will I take if my protégé doesn't understand the challenge?

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- 3. What will I say if my protégé's perspective is different from my own?

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**RESUME THE TVI****Concluding the Conference—Planning Next Steps**

The final segment of the TVI begins with these points:

- The Mentor-Coach's last task in the reflective conference is to synthesize what has been discussed and to plan next steps.
- As part of the synthesis, the Mentor-Coach ensures agreement with the protégé, reviews highlights of the discussion and the challenge discussed, and summarizes the goal the protégé wants to address.
- In planning next steps, the Mentor-Coach and protégé choose activities that will help the protégé address her goals. They make a plan for where and when the activities will occur.
- Next steps include activities like:
  - Conducting a formal observation
  - Jointly analyzing child assessment data to better understand what the children are learning
  - Coaching in the form of modeling or co-teaching
  - Arranging for the protégé to observe another protégé, structuring the observation to focus on a particular practice
  - Reading relevant literature.

**Transition to the Video Clip**

In this final segment between Ronna and Barbara they plan next steps.

**Concluding the Conference—Planning Next Steps**

The final step in the reflective conference is to bring the event to a worthwhile conclusion. With the protégé, the Mentor-Coach reviews the highlights of the conference, including any challenges that arose during the discussion. Together they develop new strategies for improving practices and supporting children’s learning. Planning the next steps with timelines and necessary resources reinforces the ongoing nature of the professional conferencing cycle. Next steps may include such activities as reading about a certain topic, the protégé’s observation of a colleague, the Mentor-Coach’s modeling of a teaching method, joint analysis of child assessment data, or a follow-up observation.

**To conclude the conference, Mentor-Coaches:**

- Synthesize what has been discussed for mutual agreement
- Plan the next steps with the protégé to meet the protégé’s goals
- Set goals and next steps for their own work with the protégé.

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**VIDEO CLIP: Concluding the Conference**

This video shows the conclusion of the conference between the same Mentor-Coach and protégé. The Mentor-Coach synthesizes the discussion, and together they plan the next steps. The protégé asks the Mentor-Coach to observe her again in about four weeks' time, with a focus on the same goal.

The TVI presenter comments on the approach the Mentor-Coach and protégé used to conclude their conference. The TVI continues with a discussion of Step 5: Post-Conference Analysis.

**VIDEO CLIP: Concluding the Conference**

This video shows the conclusion of the conference between the same Mentor-Coach and protégé. The Mentor-Coach synthesizes the discussion, and together they plan the next steps. The protégé asks the Mentor-Coach to observe her again in four weeks' time, with a focus on the same goal.

The TVI presenters comment on the approach the Mentor-Coach and protégé used to conclude their conference. The TVI continues with a discussion of Step 5: Post-Conference Analysis.

**TVI CONTENT****STEP 5: POST-CONFERENCE ANALYSIS****Engaging in Self-Reflection**

The TVI continues with these points:

- The post-conference analysis is a time for Mentor-Coaches to reflect on their own practice.
- Mentor-Coaches engage in self-reflection by considering these questions:
  1. Did I successfully address the goals for the conference?
  2. Did I set realistic expectations for what could be accomplished in the conference?
  3. How did I help my protégé reflect on her or his teaching practices?
  4. How effective was I in encouraging my protégé to take initiative during the conference?
  5. What were some challenges or missed opportunities? How effective was I in addressing these?
  6. What will I do differently next time?
- Mentor-Coaches should encourage protégés to also reflect on the conference by asking themselves:
  1. Was I adequately prepared for the conference?
  2. Did I express my thoughts and ideas fully?
  3. Did I leave any questions unanswered?
  4. What will I do differently next time?
- Mentor-Coaches think about what they will do differently and decide on the steps they will take to achieve these goals. Many Mentor-Coaches find that talking through their analysis with a supervisor or Mentor-Coach colleague, or writing in a journal helps to inform their practice.

## STEP 5: POST-CONFERENCE ANALYSIS

### Engaging in Self-Reflection

The final step in the Professional Conferencing Process, the post-observation analysis, allows Mentor-Coaches to reflect on their own practice. They do this by reflecting on the goals for the conference and assessing their effectiveness in meeting these goals. Mentor-Coaches engage in a careful analysis of all aspects of the conference and think about what they will do differently next time.

Mentor-Coaches should also encourage protégés to engage in a similar process of self-reflection.

**Mentor-Coaches reflect on their own practice by considering these questions:**

- Did I successfully address the goals for the conference?
- How did I help my protégé reflect on her or his teaching practices?
- How effective was I in encouraging my protégé to take initiative during the conference?
- What were some challenges or missed opportunities? How effective was I in addressing these?
- What will I do differently next time?

**Protégés can ask themselves:**

- Was I adequately prepared for the conference?
- Did I express my thoughts and ideas fully?
- Did I leave any questions unanswered?
- What will I do differently next time?

**Transition to the Video Clip**

Ronna completes the Reflective Conferencing Process by taking some time to reflect on the success of her conference with Barbara.

**VIDEO CLIP: Mentor-Coach Reflections**

The Mentor-Coach seen in the previous videos reflects on the success of the conference. She analyzes the effectiveness of her approach and shares her thoughts about working with this particular protégé.

The TVI presenters conclude with the following points:

- This completes the presentation of the Professional Conferencing Process, Steps 1 through 5.
- This process is designed to help Mentor-Coaches engage their protégés in a cyclical method of evaluating practice and planning new approaches.
- Goal setting plays an important role in this process. Mentor-Coaches and protégés set the goals for the observation during the pre-observation conference. These goals serve as a focus for conducting the observation, engaging in the reflective conference, considering teaching challenges, and planning next steps.
- At the heart of the Professional Conferencing Process is reflection, a powerful strategy that can build strong connections between teaching and learning.
- It is important to remember that professional conferencing is most effective when the Mentor-Coach and protégé have a trusting relationship.

The TVI transitions to the final facilitator-led discussion for this module.

**STOP THE TVI**

**VIDEO CLIP: Mentor-Coach Reflections**

The Mentor-Coach seen in the previous videos reflects on the success of the conference. She analyzes the effectiveness of her approach and shares her thoughts about working with her protégé.

## **FACILITATOR-LED DISCUSSION ON THE PROFESSIONAL DEVELOPMENT PLAN**

Give participants time to reflect on what they learned from this module. Review the learning outcomes with the group:

- Deepening awareness of the stages of children’s language development
- Gaining useful information for helping protégés support language development in infants, toddlers, and preschoolers
- Understanding the role that reflection plays in supporting protégés’ professional development
- Knowing the function and purpose of reflective conferences
- Learning how to plan, conduct, and analyze reflective conferences.

Ask the group to take a few minutes to think about the questions in their manuals and to write down their ideas.

1. How does the Reflective Conferencing Process compare to your current practice as a Mentor-Coach? What elements of the process are you currently using? What will you change?
2. What do you consider your biggest challenge in conducting a reflective conference? How do you plan to address your challenge?

After about 10 minutes, ask for volunteers in the group to share their thoughts.

Ask participants to review their Professional Development Plan to check on their progress, make necessary changes, and decide on next steps.

## PROFESSIONAL DEVELOPMENT PLAN

Congratulations on completing all five steps of the Professional Conferencing Process! You began in Unit 2 with the first three steps: Pre-Observation Conference, Observation, and Post-Observations Analysis. Now, in Unit 3, you have carefully looked at Step 4: Reflective Conference, and Step 5: Post-Conference Analysis.

This process is designed to help you engage your protégés in a cyclical process of evaluating practice and planning new approaches. At the heart of the process is the task of reflection—a powerful strategy that can build strong connections between teaching and learning. Reflection flourishes when you and your protégés have positive, trusting relationships. By skillfully guiding your protégés to reflect on their practice, you support their professional development in the most meaningful way.

**Mentor-Coaches promote the principles of reflective conferencing by:**

- Building and maintaining a culturally and linguistically positive relationship with the protégé
- Encouraging and valuing the protégé’s voice
- Skillfully guiding the protégé’s reflection
- Building on the protégé’s strengths
- Challenging the protégé’s thinking
- Focusing on manageable, agreed upon goals.

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Think back on the learning outcomes of this module:

- Deepening awareness of the stages of children’s language development
- Gaining useful information for helping protégés support language development in infants, toddlers, and preschoolers
- Understanding the role that reflection plays in supporting protégés’ professional development
- Knowing the function and purpose of reflective conferences
- Learning how to plan, conduct, and analyze reflective conferences.

Take a few moments to reflect on these questions:

1. How does the Professional Conferencing Process compare to your current practice as a Mentor-Coach? What elements are you currently using? What will you change?

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2. What do you consider your biggest challenge in conducting a reflective conference? How might you address your challenge?

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Based on your reflections, revisit your Professional Development Plan and make any necessary updates.

**WRAP-UP**

Ask participants to share their final thoughts or questions on Module 2. Refer them to the reference list at the end of Unit 3 for additional resources. Conclude the session by:

- Reviewing the content of Unit 3, Module 3, with the group.
- Setting a time and location for the next *Steps to Success* session (Unit 3, Module 3).

**WRAP-UP**

Note the time and location of the next Steps to Success session (Unit 3 Module 3).

Remember that there are Unit 3 References at the end of this manual that may help you as you address items in your Self-Assessment and Professional Development Plan.



**STEP-Doc 3.2a—Stages of Language Development**

*(Adapted from U.S. Department of Health and Human Services, Administration for Children and Families. (2001). Training Guides for the Head Start Learning Community—Emerging Literacy: Linking Social Competence to Learning [pp.C–1 to C–11]. Washington, DC).*

<b>Stage 1</b>	<b>Birth to 3 Months (Newborns):</b>	<b>Adults Can:</b>
<b>Birth to 3 Months (Newborns)</b>	<ul style="list-style-type: none"> <li>➤ Communicate reflexively through crying, fussing, looking, body movements, voice changes, and different facial expressions</li> <li>➤ Turn head towards familiar voices</li> <li>➤ Coo, gurgle, and smile to themselves</li> <li>➤ Coo and smile back and forth with adults</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respond as if babies know the effect of their sounds and actions</li> <li>➤ Smile and coo back at babies' smiles and coos, to introduce the give and take of human communications</li> <li>➤ Recite rhymes and sing songs</li> <li>➤ Read aloud</li> </ul>

Stage 2	3 to 8 Months (Babies):	Adults Can:
3 to 8 Months (Babies)	<ul style="list-style-type: none"> <li>➤ Cry, make sounds, move their bodies, and use facial expressions to communicate (for example, wave their arms when excited)</li> <li>➤ Understand nonverbal cues, such as smiles and pointing</li> <li>➤ Respond to simple, familiar requests and to their own names</li> <li>➤ Begin babbling at 6 or 7 months</li> <li>➤ Repeat consonants and vowel sounds such as <i>mamama</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret babies' communications and respond accordingly</li> <li>➤ Play games such as peek-a-boo and make sounds back and forth</li> <li>➤ Communicate with words and nonverbal cues</li> <li>➤ Use babies' names when talking with them</li> <li>➤ Continue to sing, talk, and read to babies</li> </ul>
Stage 3	8 to 13 Months (Babies):	Adults Can:
8 to 13 Months (Babies)	<ul style="list-style-type: none"> <li>➤ Understand that their sounds and actions cause others to respond</li> <li>➤ Use gestures—pointing, shaking their heads, and looking back and forth at another person—to ask questions, make requests, seek attention, say hello, and get someone to pay attention</li> <li>➤ Understand the meaning of a few words</li> <li>➤ Produce long strings of sounds that sound like real words; use some sounds as if they are words</li> <li>➤ Imitate sounds made by others</li> <li>➤ Take turns while talking, playing, and singing with another</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk to babies about what they seem to be saying</li> <li>➤ Look at and name things with a baby</li> <li>➤ Continue using speech and gestures</li> <li>➤ Sing songs and play games that involve taking turns and handing objects back and forth</li> <li>➤ Name objects that babies point to</li> </ul>

Stage 4	12 to 18 Months (Toddlers):	Adults Can:
12 to 18 Months (Toddlers)	<ul style="list-style-type: none"> <li>➤ Begin to use single words; about 15-20 single words to refer to people, objects, and actions</li> <li>➤ Use the same word to mean different things by varying the tone of their voices or adding gestures</li> <li>➤ Use words too broadly; the same word is used to refer to things with similar characteristics, like <i>doggie</i> for all four-legged animals</li> <li>➤ Understand and respond to their own name, a few familiar words, and simple requests</li> <li>➤ Repeat themselves or try a different approach if their communication doesn't get the desired response</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show excitement when toddlers learn new words</li> <li>➤ Continue providing names for objects and actions</li> <li>➤ Respond to toddler's one-word communication by stating it as a full sentence (for example, a child says <i>Mama</i> while pointing at the door. Her teacher responds, <i>That's right. Your mama went to class.</i> )</li> <li>➤ Continue reading, talking, and singing</li> </ul>
Stage 5	18 to 24 Months (Toddlers):	Adults Can:
18 to 24 Months (Toddlers)	<ul style="list-style-type: none"> <li>➤ Increase their vocabulary rapidly (from 50 to 200 words)</li> <li>➤ Use two-word sentences such as <i>Go out</i> or <i>My puppy</i></li> <li>➤ Use the same sentence to mean different things (for example, <i>Mommy car</i> can mean <i>That's mommy's car</i> or <i>Mommy, I want to go in your car</i>)</li> <li>➤ Use negatives (no and not) and questions words (Why, What, and Where)</li> <li>➤ Understand and respond to many words, simple directions, and questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk to toddlers as much as possible (Describe what they are doing, what you are doing, what other children are doing)</li> <li>➤ Name objects, people, actions, and feelings</li> <li>➤ Ask questions and make requests</li> <li>➤ Give simple directions</li> <li>➤ Answer toddlers' questions</li> </ul>

Stage 6	24 to 36 Months (Toddlers):	Adults Can:
24 to 36 Months (Toddlers)	<ul style="list-style-type: none"> <li>➤ Make three-word sentences by combining two-word sentences or adding new words</li> <li>➤ Continue lengthening sentences to about five words</li> <li>➤ Recognize that a pause means it is their turn to talk</li> <li>➤ Begin using more-grammatically correct sentences; use prepositions (<i>in, on</i>); different forms of verbs (<i>-ing verbs</i>); plurals (add <i>s</i> to words); pronouns (<i>me, she, he</i>); articles (<i>the, a</i>) and conjunctions (<i>and</i>); “wh-” questions</li> <li>➤ Understand and use concept words such as in/out, over/under, big/little, top/bottom</li> <li>➤ Follow two-step directions</li> <li>➤ Follow simple stories</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hold longer and more complicated conversations with children</li> <li>➤ Restate children’s words using standard grammar (for example, if a child says, <i>No want juice</i>, say, <i>You don’t want any juice?</i>). It is not necessary to correct children’s mistakes. Children will master standard forms of grammar when they have had many opportunities to listen to and use language</li> <li>➤ Encourage children to use words to tell others how they feel or what they want</li> </ul>

Stage 7	3 to 5 years (Preschoolers):	Adults Can:
3 to 5 years (Preschoolers)	<ul style="list-style-type: none"> <li>➤ Expand vocabulary rapidly (up to 5,000 words)</li> <li>➤ Use sentences more than four words long</li> <li>➤ Speak in more-complex sentences using different parts of speech and link ideas with words such as <i>and, then, because, but</i></li> <li>➤ Learn to use pronouns correctly (I, you, he, she, we, they)</li> <li>➤ Make grammatical mistakes because they do not know the exceptions to the rules</li> <li>➤ Begin to understand and answer more complex questions like “<i>What would you do if...?</i>” or <i>How many different ways can you think of to...?</i>”</li> <li>➤ Use language to think, learn, and play with others</li> <li>➤ Talk about people and things not present</li> <li>➤ Recall past events and experiences</li> <li>➤ Imagine what might happen in the future</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide many opportunities for children to talk with each other and adults about present, past, and future experiences and events</li> <li>➤ Encourage children to tell narratives or stories</li> <li>➤ Tell your own stories and narratives</li> <li>➤ Ask open-ended questions that can be answered in more than one way and stretch children’s thinking skills (encourage children to speculate, wonder, imagine)</li> <li>➤ Talk to children about curriculum topics, focus on building vocabulary</li> <li>➤ Engage children in conversations to help them learn to take turns, allow others to speak, and stay on topic</li> <li>➤ Make comments and ask questions to help children add more information</li> <li>➤ Continue to model appropriate grammar by restating children’s words</li> </ul>

**STEP-Doc 3.2b**

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