

Using Coaching to Support the Use of a PLA's Big 5 Skills

Deborah Mazzeo: Hello, everyone. Welcome to this webinar on "Using Coaching to Support the Use of a Planned Language Approach's Big Five Skills." My name is Deborah Mazzeo, and I am the cultural and linguistic practices coordinator at the National Center on Early Childhood Development, Teaching, and Learning. We say the DTL, for short.

I am accompanied today by colleague, Sarah Basler. She is one of our coaching gurus here at the DTL, and you'll hear her voice shortly, as we proceed through the webinar today. Before we begin, I want to go over some information regarding the webinar. We will be using some of the features of this webinar platform to help us interact.

At the bottom of your screen, you will notice these widgets. If you have any questions during the webcast, you can submit them through the purple Q&A widget, and we'll try to answer these during the webcast, and please know that we do capture all questions. Even if you have any technical questions, please go ahead and enter them there, as well. A copy of today's slide deck — and additional resources — are available in the resource list, which is the green widget. We encourage you to download any resources or links that you may find useful.

Throughout this session, we'll be using the blue group chat widget to engage with each other, and thank you for those who have already gotten started responding to our little opening question. You can find additional answers to some common technical issues located in the yellow help widget at the bottom of your screen.

You can also find the closed captioning widgets in both English and Spanish. Each of these widgets are resizable and movable for a customized experience. Simply click on the widget, move it by dragging and dropping and resizing using the arrows at the top corners.

And finally, if you have any trouble, just try refreshing your browser by pressing F5 and be sure to log off your VPN and exit out of any other browsers.

So with that, here is the agenda for our one-hour time frame together. We're going to begin by setting the stage for the Big Five and making some connections with the Practice-Based Coaching approach, and the Dual Language Learner Program Assessment. We'll be discussing effective practices that support the Big Five, and then we'll be sharing resources to support coaching. So, hopefully you've had a chance to take a look at that resource list.

By the end of the session, we hope you'll be able to identify effective practices for supporting education staff to use the Big Five skills in different early learning settings. We hope you'll be able to identify strategies to support adults who work with children who are Dual Language Learners and their families, and we also hope you'll be able to describe some connections to the Dual Language Learner Program Assessment.

So, let's start with this infographic on Dual Language Learners. This infographic defines Dual Language Learners for us according to Head Start, and you see the definition. Dual Language Learners are children who are learning two or more languages at the same time, or learning a

second language while continuing to develop their first language. And this infographic also discusses the prevalence of Dual Language Learners in Head Start programs.

Twenty-nine percent of the Head Start population has a primary home language other than English, and so, therefore it's really like that the staff and programs you're working with are serving children who are Dual Language Learners, and their families. The full infographic is available on the Early Childhood Learning and Knowledge Center, the ECLKC for short, and we encourage you to share it and provide these data for leaders and education staff and other grantees that you may be working with.

When we talk about effective practices later in the presentation, you'll see how they support children who are Dual Language Learners. I also want to briefly define a PLA, or a Planned Language Approach, for those who are not already familiar with it.

So, a Planned Language Approach is a comprehensive, systemic research-based way for Head Start, Early Head Start, child care programs to be able to ensure ideal language and literacy services for children who speak English and for those who are Dual Language Learners. So PLA, a Planned Language Approach, is for all children.

From this pie graph, you can see that there are five components that together form a coordinated approach, and we're going to touch on several resources found in different sections of the pie, but our main area of focus will be on the slice that is the Big Five for All.

And so, what are the Big Five for All? They are the five bullets that you see on the screen. They are the five key elements of early language and literacy development that all children need to succeed in school. And next we have a quick poll that my colleague, Sarah, is going to launch and discuss with you.

Sarah Basler: Sure. So, I'd like to just first let you know that this should appear as a pop-up on your screen. So, we'd like to hear from you which of the Big Five skills do you or your staff need the most support around. So, select the answer here. I'd be interested to see. Alright. Let's see. We have people responding. It's looking like the majority of you are needing support around phonological awareness. Thank you for your responses.

About 44% of you have responded. It's looking pretty close between phonological awareness and oral language and vocabulary. About 31% of you guys are saying that phonological awareness is — is an area that you are seeing that your staffs need the most support with. I'd be interested to know how your program is identifying this information. OK, we've still got some responses coming in. I'm going to give you guys a little bit more time to — to answer.

Phonological awareness is still winning. But right behind it is oral language and vocabulary. OK, responses are starting to slow down. I'm going to give you just one more minute. It's always important that we use data sources to give us this information about the needs of our program and our staff so that we can support children and families to have the best outcomes possible.

So, we really want to focus on using data to — to gauge this information about what our staff needs the most support around.

OK. So, we've had a good response here, and as we go along this webinar, we're going to be sharing some resources with you today that can help you gather some of this information about

the areas of the Big Five in which your staff may need support, and then we're also going to give you some coaching resources that can help you to really hone in on specific practices to — to focus writing your action plans around.

So, I'm going to go ahead and pass it on. Let's see, here are the results. And as I mentioned before, it looks like phonological awareness was the area that you listed as needing the most support around. We've got oral language and vocabulary coming in just behind that, background knowledge, and then alphabet knowledge and then book knowledge and print concepts. Looks like we have a pretty good understanding and need less support around that. But, I'm going to turn it over to Deb.

Deborah: Thanks so much, Sarah. That was such good information, and like you said, we'll definitely be addressing strategies for phonological awareness later on. So, here you all can see how the Big Five aligns with the language and literacy domain of the Head Start Early Learning Outcomes Framework, or the ELOF, we say for short. For infants and toddlers, language and communication is the ELOF domain that covers the Big Five.

As infants and toddlers, they are just beginning to use new words and phrases to communicate at this age, and the indicators in the ELOF are really useful when thinking about children's developmental progression in this area. And then here you see the alignment for preschoolers, and for preschoolers, the Big Five appear in the literacy and the language and communication domains.

The difference for preschoolers is that they have greater expressive language skills and understanding of the sounds and symbols in print, and again, the indicators in the ELOF will be useful when thinking about children's developmental progression in the area. I'm going to turn it back to Sarah again to share the next couple of slides with you. So Sarah, take it away.

Sarah: Alright. So, I just wanted to give you a little bit of information. I'm sure many of you may have a background in practice-based coaching, but just as a reminder, research literature really supports coaching as a robust form of professional development to help support the implementation of effective research-based practices with coachees.

Practice-based coaching is the model of coaching that the office of Head Start has invested in, and practice-based coaching is based on research of the components of coaching that have been proven to be most effective at moving coachee practice. So, there are many delivery methods for PBC, but the key components are going to always remain the same across those different methods, and these components are a collaborative coaching partnership, and this is the context in which all the other components of practice-based coaching happen.

Within practice-based coaching, it's going to be focused on effective teaching practices. So, that's at the center. That's what — what the focus of coaching is going to be. Then we have shared goals and action planning, which is really going to hone in on the specific practices a coachee would like to focus coaching around. The action plan is going to guide the focused observation. So, a coach is going to come in and observe what it is that the coachee has selected to be as their goal. And then the focused observation follows reflection and feedback. So, this is going to help to really support the growth of a coachee's use of effective practices.

So, it's important to note that when we talk about practice-based coaching, PBC doesn't change. These components are always going to be a part of the program that's implementing practice-based coaching with fidelity. But what does change is the focus of coaching. So, those effective teaching practices that are in the middle, or at the core. Today, we're going to be exploring how practice-based coaching can be used to support education staff's use of effective practices that can be found from the PLA Fig. 5 to support early language and literacy skills. And we're going to talk about how to support those across all different program options.

So, one way that you might support Dual Language Learners is by using the Dual Language Learners Program Assessment, or the DLLPA. The DLLPA is found in the policies, practices, and systems piece of the PLA pie. The DLLPA is an excellent planning tool for identifying areas that might need improvement and write those into your school readiness goals and plans. The section that focuses on the effective teaching practices is section five, Teaching and Learning Environment. The questions in this section identify key teaching practices that support early learning for children who are Dual Language Learners.

Most of the resources are PLA resources, and one thing to keep in mind is the DLLPA focuses only on DLLP, but our discussion today will focus on how to support all children on effective language and literacy practices through the use of coaching. OK?

When we think about the connections, we can start with the DLLPA to identify a program's need for professional development. So, using the DLLPA can gather this information, and it can be done as part of a program's coordinated approach to professional development. So, using the DLLPA to identify areas of need, we can then take that information and determine the areas to focus on for coaching. So, using the Big Five skills, we can then outline effective practices to support the Big Five. We can embed these then into needs assessment and work with staff to use these needs assessment to really identify practices that they would like to work on. Those practices can then be supported through ongoing professional development and developing a plan that includes coaching to support these effective practices.

So, for example, a program used the DLLPA and other program data to determine the need of education staff. That program then identified teachers need – needed support in building alphabet knowledge in early writing. So, then the programs used the Big Five to determine targeting teaching practices, and then they developed a needs assessment for those coaches to use. Then they identified that they would implement. They decided they wanted to use PLCs as a group coaching model and then expert coaching to help teachers implement effective teaching practices for monolingual, English-speaking children and for children who were also Dual Language Learners. So, it's important to really hone in on those specific practices that education staffs need help around because we can't coach on everything. So, we want to hone in on what it is that coaches would like the most support with, and we can do that through the use of a needs assessment. Alright.

So, now that we've discussed the connections, let's take a deeper look into some strategies to support all children, and with additional strategies to support those who are Dual Language Learners. So, here we have a wonderful resource — some wonderful resources that can be found on the ECLKC page. Each Big Five is represented here, and within each of these specific skills, we have strategies that can promote the Big Five skills and include documents for infants

and toddlers, all the way through preschool, and have examples in a variety of program options.

So, for home visitors, family child care providers, as well as center-based options. The effective teaching practices that are included within are practices around the Big Five including: alphabet knowledge and early writing, background knowledge, and book knowledge and concepts, oral language, and vocabulary, and phonological awareness. So, we hope that you utilize this resource here to help you find some great strategies to promote these skills. I'm going to turn it to the next slide here.

We've taken all of the effective practices that are from the Big Five skills section and used them to create 10 downloadable needs assessments that you can find within the resource widget of this webinar. The needs assessments can help coaches and coachees identify teaching practices within the Big Five skills section that they want to focus on as part of their coaching work. So, you can download these sample needs assessments and use these to kind of guide – guide coaching and get some ideas for how you might set up a needs assessment.

So, some important things to note, strategies marked with an asterisk in the sample needs assessment may need special attention when considering families' and children's home languages. So, just be aware of that. You'll notice that some things are marked in red, as well, and that is intentional. So, hopefully you find these resources helpful, and it's important to know that needs assessment are very personal to a program.

Sometimes we're able to take sample needs assessments and use them just as-is, but sometimes it's important to tweak them to meet the needs of your program. So, we hope that you find these helpful, and I'm going to turn it back over to Deb.

Deborah: Thanks so much, Sarah. So, before we dive into the strategies for the Big Five skills, it's important to note that supporting home languages may be different than supporting English. For example, not all languages are alphabetic, and others use different writing systems. And so, on this slide you'll see, of course, our English alphabet, which is very familiar to all of you, but then right next to it, we have the Arabic alphabet, which is written from right to left, and then you also see Mandarin, which is not alphabetic. The characters represent syllables or words on their own. So, it's important to know these differences, and coaching can actually be an effective PD strategy when supporting home languages.

Now moving on to the Big Five, let's start with alphabet knowledge, and know that for time's sake, we've only included a few strategies on each of the Big Five skills, and we've also alternated age groups as we go through each of the Big Five. Again, refer to those sample needs assessments that Sarah just talked about for a more complete listing for both age groups.

So, let's talk about these strategies for preschoolers. These alphabet knowledge and early writing strategies are, again, for all children, and notice the text in red is highlighted to draw attention to the needs of Dual Language Learners. So, we have here share alphabet songs and books in English and the home language, if it's an alphabetic language. Draw children's attention to print in English and their home language. And for non-alphabetic languages, find other books meant for young children that acquaint them with the characters of like Mandarin, for example, where the pictorial characters represent words or phrases.

And when the print systems of children's languages are different like that of English and Chinese, for example, children need many experiences with each print system in order to develop writing skills in each language. Here are some additional, effective teaching practices for alphabet knowledge and early writing. You want to help children focus on beginning sounds in words, noting that different languages have different sounds, letters, and symbols. Encourage children to write for real and important reasons in English and the home language.

And so, in order to learn to read different words, children have to say them and hear them in their head, and they have to learn about different-sounding words and what makes one different from another, regardless of the written system. One way to support these practices is through coaching, and this could be done in a group coaching setting, such as a teacher's learning and collaborating — a TLC. And in that TLC, a teacher could share a video with her peers of her drawing children's attention to print in English and their home language during a free choice time, and then she would receive peer feedback. Here we're going to share effective teaching practices for supporting background knowledge with infants and toddlers.

So, talking to babies about their daily routines and activities in the home language and in English, engage babies in conversation using words in their home language, or in English. For example, visit different places with them and describe what they see, touch, hear, taste, and smell in their home language and in English. And encourage infants and toddlers to show you what they know in any language. Here are some additional effective teaching practices that support background knowledge for all children and DLLs.

Provide and read a variety of culturally and linguistically appropriate books, respond to their questions in the home language and in English. And it's important to note here that choosing when to use the home language or English should be done in the context of a classroom language model plan, and that's intentionally choosing the times when to speak in English and the other language, but you should definitely use judgement when children really need a response in their home language or in English.

Remember that for infants and toddlers you will likely use the home language first, and that comes from the Head Start Program Performance Standards. So, all of this is part of that Planned Language Approach. It really should not be random and spontaneous. For example, you may choose specific activity times, like mealtime or a bedtime story for using a specific language. And thinking about the coaching, then, you know, this is an opportunity to make use of the coaching companion. The teacher's goal might be to talk with babies during diapering in their home language, describing what she's doing, and she would upload her video for her coach to review and provide constructive and supportive feedback, and the coach might also include specific resources from the Planned Language Approach collection.

Next, here are some effective strategies to support book knowledge and print concepts for preschoolers. And so, share a range of stories, poems, informational texts, and songs in English, as well as the home language. Provide books that reflect the languages and cultures of the children. Set aside time to read age-appropriate books together every day in English and the home language. Discuss the important ideas in a story in English and the home language, and that can mean the different story elements, like characters and plot, but also draw children's

attention to the letters, words, signs, and logos and meaningful context in English and home languages.

And here are some additional effective teaching strategies to support book knowledge and print concepts. Model using books, magazines, and digital texts as sources of information on a topic of interest. Include print and writing materials in children's play areas in English and the home languages. And here, you know, we can think about self-coaching, where a teacher could gather a group of children's books she or he is planning to use in the classroom and have a reflective conversation with their peers about why these were selected and how they support learning and how children might respond. Next are ...

Sarah: Deb?

Deborah: Yeah, sure.

Sarah: We had a really good question that came up that I think kind of ... It was, "I wonder what if we first assess children's needs, then think about what the teachers need." So, I just wanted to address that. I think it's really important that when we think about what strategies or what we're going to focus on for coaching that we first take into account the needs of the families and the children that we serve, right? So first, what is it that they need, and then we assess the need of what teachers need or what the coachee might need in order to best support children and families.

Deborah: Absolutely, Sarah. Thank you so much for interjecting, and thank you to the person who asked the question. That is fantastic. Please keep those questions coming, and we will certainly respond. Are there any other questions, Sarah, that we should address?

Sarah: One of the group chat questions was, "We struggle to find books in languages that families speak." Do you know of any resources or have ideas where they can find books in other languages?

Deborah: Oh, that is a great one. So, I wondered if they've tried the public library. I'm guessing, you know, the public library is often a really great place to inquire with the librarian. They often are able to access a much wider range of books and resources, but I also wondered about, you know, creating their own books or having families tell stories and do the oral storytelling. That might be an idea. So, those are a couple of options.

Sarah: I like that. That's really creative and a way to get families involved, too.

Deborah: Absolutely. Yeah. Any others that have come up? Alright. Well, I just keep chucking away here, and then, again, feel free to just stop me if there's something else that comes up. So, I think I left off here on effective strategies to support oral language and vocabulary, and we're talking about infants and toddlers here.

So, responding to babies' needs for feeding, changing, comforting, and cuddling in the home language and in English, using child-directed speech or parentese in the home language and in English. And so, parentese is speaking in that higher pitch and at a slower rate, with clear enunciation and in simpler and shorter phrases, and oftentimes combining that with gestures and facial expressions, and research shows that this really helps children learn language, and 0 to 3 is the best age to learn a second language.

And then last we have, have one-on-one conversations every day and aim for two or more conversational turns for each speaker, planning for some in children's home languages and also in English, and it's important to note here that preverbal infants will respond using eye contact or babbling and gesturing, and they'll respond to conversations in both languages that you may be using, or, you know, maybe it's more than two languages. And here we have a few more.

Intentionally teach words and word meanings in the home language and in English, and this, of course, can be done as you're talking and reading and singing to babies in one or more language. Build on what children gesture, sign, or say and say words in the child's home language. I'm going to pause again here and turn it over to Sarah again for another poll. So, Sarah?

Sarah: Alright. So, we wanted to give you an opportunity here to kind of engage with us and answer a question that we have. Which of the following coaching strategies would you use to support a coachee who has identified her goal as, "I will have one-on-one conversations with every baby at least once a day?" So, you can check all that apply here. We've got modeling, side-by-side verbal or gestural support, providing resources, observe and reflect, role-play, video recording, and review.

So, let's see what your thoughts are here. And just to provide a little bit of information for those of you who might not know, coaching strategies are the strategies a coach might use in order to help a coachee to implement those effective practices that you've selected for the focus of coaching. Let's see. Oh boy. We've got a wide range here, but it looks like observe and reflect is the strategy that most of you are marking here. We have modeling, as well. And we have video recording and review here, so that's interesting strategy. We have responses for everything, and they're all very closely aligned.

We've got observe-reflect in first place. We've got model coming in at second, video recording and review in third. Keep the responses coming. We've got about 43% of you have responded. We'll have to see what you guys would be comfortable using or what you would suggest. Now I just want to point out that observation and reflection, I'm not surprised that that is the first response because that would be something that you would for sure ... It's a strategy that you would definitely use every time, if you're using PBC as the model for coaching because we know in order to be implementing practice-based coaching to fidelity, you need to utilize all the components.

So, the observation is going to be based on the action plan that is created, and then you and the coachee would reflect on what was observed. Alright. I still have some responses coming in. These other strategies listed would, such as modeling or the side-by-side support or role-play or video recording and review, those wouldn't necessarily be the strategies that have to occur. Those would be considered enhancement strategies that might be implemented to help a coachee, but don't necessarily have to be used every time you meet. Alright.

I'm give you just a couple of more seconds to respond. I've still got a couple responses coming in. OK. So, it looks like everybody who wanted to respond has, and these are our results. So, a majority of you said that you would observe and reflect, which is spot on, but you guys are all right. There's not one right answer here. You definitely could use all of these strategies. It

depends on the comfortability of your coachee, what supports they would like to receive. It also would depend on the coach's comfortability with providing these supports, but certainly any of these supports would be a great way to help the coachee implement that strategy or that practice of that one-on-one conversation.

Deborah: Oh Sarah, I think we might have lost you.

Sarah: Oh, can you hear me now? Can you hear me? Hello? Hello? Hello? Can you hear me? Hello? Hello? Woman: Yes, we can hear you, Sarah.

Sarah: Oh, OK. I'm sorry. I thought you lost me. OK. Well, for all of you that selected any of these, that there's no right or wrong answer. I appreciate you guys playing along and answering, and for more information about coaching strategies, you can join us for our next Coaching Corner webinar, will be November the 20th. It will be focused on coaching strategies. So, if you're interested in learning more about coaching strategies, feel free to sign up for that one. I'm going to turn it back over to Deb.

Deborah: Hey everyone, this is Deb. Can you hear me?

Sarah: I can hear you.

Deborah: Great. I am so sorry about that. I don't know what happened, but I'm glad to be back on, and I don't know where you left off, Sarah. I see the phonological awareness slide up. And were you able to talk through any of these effective practices yet?

Sarah: No, we just ... Not yet. We just finished up our poll, and I just turned it over to you.

Deborah: Oh, fantastic. Alright. And while you were administering the poll, I had the chance to look over in the group chat and just loved all of the resources that our participants are sharing with one another, especially, you know, helping to get those resources in various languages. So, that was fantastic. Alright. Well, I will continue on here.

Lastly, we just have these effective practices to support phonological awareness which I know was that one practice that it seems like folks need the most support in. And so, hearing the sounds and writing the sounds and understanding the meaning of words all go together when we talk about early literacy, and speech sounds are important for understanding words in all languages, but sounds may not always be represented by letters.

For some languages, the different approach than what we're used to using in English may be needed. So, that is important to keep in mind. So, here we have bulleted out, you know, play games that encourage children to blend units of sounds into words in English and the home language, and in this way, you're modeling how to listen to and blend syllables into words, and you're encouraging that really careful listening and attention.

Combine phonological awareness with alphabetic activities, read and make up alphabet stories, particularly those that use rhyme and alliteration, and just a reminder that these are marked with an asterisk because they may be useful in some languages and not in others. So, that is important to keep in mind. Let's see here.

And so, we have our last two strategies, talk about letters and their sounds as preschoolers play and encourage older preschoolers to use inventive spelling in English and the home language.

And so again, you know, I know this was an area that folks really wanted support on how to coach, and I again, recommend viewing the more complete listing in the sample needs assessment for both of the age groups when thinking about supporting phonological awareness. So, we want to focus on, during the last part of our webinar here, on where you can go to learn more about these effective teaching practices for the Planned Language Approach.

And so, there is an entire section of the PLA pie that includes specific strategies to support DLLs. Many of these will be helpful when adults do not speak the language of the children in the classroom, and we, of course, then encourage you to visit this web page, and I do want to bring your attention specifically to this next resource, which is a great sheet that is found in the strategies that support DLLs section of the PLA pie, and it's also included in the resource links that are in this webinar platform. But this document is Inviting and Supporting Cultural Guides and Home Language Models.

And so, when you don't speak a certain language, be sure to invite the folks who do and who may be family members of the children. They may be staff members. They may be community members from local places of worship or local colleges and some of the other community connections that may be available. These are the folks that will really help the children and families feel comfortable by sharing that same cultural heritage and the language. The document gives some really great tips on screening potential people and how you might train them to support you. So, I think with that, Sarah, I'm going to turn it back over to you again to say a few words about this handout in the resources section.

Sarah: Great, thanks, Deb. That was a great resource you just shared. So, we have focused mainly on the effective practices today, but we did want to provide you with a case study. And so, in your resource widget of this webinar, you can find a case study that we've created that will walk through the PBC cycle. We have the coachee and the coach have gone through each component of PBC – from needs assessment to goal setting to the focused observation and reflection and feedback.

So, that way, we could provide you some information about what using one of these Big Five strategy skills or these practices, what that might look like in your program, if these are effective practices that you've selected to coach around, and we want to remind you that when we are using needs assessments, the ones that we have provided for you today are just samples. It's important that you assess the needs of your program, and you can use these as a guide, but really take into account what your program needs, and we encourage you to develop your own, and we hope that you find this resource helpful to see what it would look like walking through the complete cycle with this coach and coachee.

Deborah: Alright. Alright. Thanks, Sarah. I do want to make mention that earlier this year, it was from January through May of this year, we held the PLA Big Five webinar series, which provided definitions for each of the Big Five skills. It provided the developmental progression for each of the skills. There's a section specific on understanding the research behind each of the skills, and it also provided examples in a variety of settings. One really nice feature in this resource is that you can see the practices in action for each of the age groups through videos, and we feel like that would really be a great professional development and coaching tool.

Currently, the four of the Big Five are up, and unfortunately, it's the phonological awareness one that we're still waiting to get up. So, you know, just continue to check, and I'm going to talk about MyPeers momentarily. I think that'll be a place for you to go to get your questions, but just hang in there with us. We'll be getting phonological awareness up as soon as possible, but the other four are currently up and available.

Next here we have the Joan Talks guide, which offers several suggestions for coaches to support implementation of the Big Five, and so just for your knowledge, Joan is a kindergartner who tells about the language and literacy skills that she's learned since birth. And so, you know, readers will be hearing like the child's perspective, and so, you know, coaches can encourage staff to read one of the stories in the Joan Talks.

There is one for each of the Big Five skills, and coaches can use it as a discussion and reflection opportunity during coaching sessions or home visits, and there are several other ideas, too. That's just one, but these ideas in the guide are for both home visitors and group settings.

And I'm super excited to be able to announce that the Ready!DLL app is now live on the Apple and Android stores. We encourage you to download and share and rate it, and you can use the app to ... There are four different functions. You can use it to build a culturally diverse classroom, learn key words and phrases in Spanish, Mandarin, Arabic, and Haitian Creole. There is a function to access resources that are available on the ECLKC, and the last piece is seeing practices and action.

So, there's several short video clips, and a coach could certainly support their coachee by encouraging him or her to use this app to complete the activities or watch the videos together. We actually heard a great example recently of an individual using a special little technological gadget to project their phone onto a screen, and they delivered a PD session on it. So, that was really exciting to hear. And then lastly here, I wanted to mention the Culturally and Linguistically Responsive Practices, or CLRP, community on MyPeers. And so, we encourage you to join this community to keep the conversation going. If you're not a member, you see the hands around the globe is the icon for the CLRP community. It's a great place to share ideas and questions and resources.

And you know, based on the questions or ideas that came up on today's webinar, we encourage you to post and contribute to the conversation. We will include the link to today's webinar on the MyPeers platform so you can listen to the recording until it gets posted on ECLKC. That's been our practice, and so there is, you know, some lag time before we can get these recordings up, and so that's why, you know, phonological awareness is still ... We're still waiting to post it on ECLKC. But MyPeers is definitely the platform where you can get these links in advance before it gets posted. Hopefully, you also saw that there's a flyer in the resources section, if you want more information on how to join.

So, with that, I want to thank you all for joining us, and as a reminder, we ask that you please complete the evaluation. It will show once we've ended the webinar, and so, you know, we just request that you complete it so we can use the information for improving our future webinars. And just so you know, evaluations will be closed three days after our webinar and certificates will not be available after that time, but once you complete the evaluation, you can download a

certificate of completion for your participation in the webinar. With that, I just want to ask my colleague, Sarah — Sarah, are there any last-minute items that need to be addressed before we end this and let folks use the final five minutes for the evaluation?

Sarah: No, I think that ... Let's see. I think that we are good.

Deborah: OK. Well, and I, again ...

Sarah: We had a question that just came up that says, "What is eClick?" and it is the ECLKC. It's the Office of Head Start website. So, if you just ... You can type in your search box ECLKC, and you should be able to find that — that site.

Deborah: Great question. I know sometimes we use this acronyms, and we need to make sure that everyone is on the same page and we know what we're referring to. So, thanks for that question. Alright. Well, with that, I want to wish everyone a wonderful rest of your day, and again, join MyPeers, and we can continue the conversation there. Thank you all so much.