



Framework Scope and Sequences

Session	Infant/Toddler	Parenting	3-5 (Preschool) & Kindergarten	Relationship Based Coaching	Train the Trainer
1	<p>Relationship-based Interactions with Infants and Toddlers</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Explain the SEEDS model and how to use it in your classroom to build strong relationships with the children in your care. • Name the five key domains of early child development. • Describe how children's brains develop and process information. • Describe how caregiver behaviors and the physical environment of the classroom affect children's emotions, their ability to self-regulate, and their availability for learning. • Name the impact of stress on children's brains. • Identify ways to interact with children and to set up your learning environment to lower stress and promote self-regulation. 	<p>Relationship-based Interactions</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Understand brain development. • Understand skill development. • Understand how and why to create quality interactions with children. • Understand the importance of goal setting. 	<p>SEEDS of Learning</p> <p>Participants can:</p> <ul style="list-style-type: none"> • State the Predictors of Early Literacy • Describe a quality interaction • Describe how daily embedded and explicit instruction contributes to learning opportunities for children • Describe the elements of a Literacy- and Math-Rich Schedule 	<p>SEEDS of Coaching</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Explain what coaching is and its impact. • Identify the elements of SEEDS Quality Coaching. • Participate in a model of the SEEDS Coaching Cycle. • Practice the SEEDS coaching cycle. 	<p>SEEDS Train the Trainer - Day 1 I Do, You Watch</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Identify the elements of SEEDS Quality Training. • Participate in a model of the Big 5 Planning Process and facilitation of Sessions 1 & 2 of adopted framework. • Meet the participant objectives of the modeled sessions (content understanding).
2	<p>SEEDS Quality Interactions</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Explain how to plan SEEDS Quality Interactions into daily routines in your classroom. • Describe the hierarchy of human needs and the stages of psychosocial development. 	<p>SEEDS Quality Interactions</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Understand the importance of trusting relationships and positive connections in children's healthy 	<p>SEEDS Quality Interactions</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Demonstrate shared positive interactions with each other • Establish what you want a child to learn and how you will teach it 	<p>The Coaching Cycle: Deep Dive</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Identify the root of typical coaching obstacles and strategies to overcome. • Plan an initial coaching interview. 	<p>SEEDS Train the Trainer - Day 2 I Do, You Help</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Identify training competencies to practice. • Participate in a model of

	<ul style="list-style-type: none"> ● Explain how having their needs met consistently helps children maintain equilibrium. ● Identify strategies for helping children regain equilibrium when they get out of emotional balance. ● Name the importance of caregiver emotional availability and how caregivers communicate emotional availability to children. ● Describe how to use strategies in each of the five categories of SEEDS Quality Interactions: <ul style="list-style-type: none"> ○ Sensitivity ○ Encouragement ○ Education ○ Development of Skills through Doing ○ Self-Image Support ● Explain how children are motivated toward mastery of skills. ● Explain how to scaffold learning to support mastery motivation. 	<p>growth and development.</p> <ul style="list-style-type: none"> ● Understand your child's developmental needs and how meeting those needs promotes motivation and emotional balance. ● Understand how to use the seeds of learning framework to guide your interactions with your child. 	<ul style="list-style-type: none"> ● Describe the five behaviors of a SEEDS Quality Teacher 	<ul style="list-style-type: none"> ● Participate in a model of the SEEDS Coaching Cycle. ● Practice the SEEDS coaching cycle. 	<p>the Big 5 Planning Process and facilitation of Sessions 3 & 4 of adopted framework.</p> <ul style="list-style-type: none"> ● Meet the participant objectives of the modeled sessions (content understanding).
3	<p>SEEDS of Motor Skills and Social-Emotional Learning</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Define what Motor Skills are and why they are important to a child's growth and development. ● Define what Social-Emotional Skills are and why they are important to a child's growth and development. ● Describe how children use behavior as a way to communicate their needs, wants, and feelings. ● Describe how children develop Emotional Control and ways to support that development. ● Explain why and how to explicitly teach children about their feelings. ● Explain why and how to explicitly teach children about the concept 	<p>SEEDS of Language Development</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Understand the components of language development. ● Understand the process of language development. ● Understand how to use the seeds tools to support language development. ● Understand the benefits of reading aloud and how to use different read aloud strategies with children at different stages of language development. ● Understand the benefits of using sign 	<p>Social-Emotional Learning</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Identify the elements of a socially and emotionally-safe learning environment. ● Describe the following terms and strategies: how to embed classroom routines and rituals into the day, consequences for positive and negative behavior, classroom rules, and self-regulation. 	<p>Coaching: Coaching for Equity</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Name coaching competencies to practice. ● Participate in a model of the SEEDS Coaching Cycle focused on bias conversations. ● Plan a balanced coaching conversation. ● Practice the SEEDS coaching cycle focused on a bias conversation. 	<p>SEEDS Train the Trainer - Day 3 You Do, I Help</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Identify training competencies to practice. ● Participate in the Big 5 Planning Process and facilitation of Sessions 5 & 6 of adopted framework. ● Meet the participant objectives of the modeled sessions (content understanding).

	<p>of Cause And Effect.</p> <ul style="list-style-type: none"> ● Explain why and how to explicitly teach children about Consequences. ● Identify how to help children Take a Break to deal with overstimulation, to learn to self-regulate, and to regain emotional balance. 	<p>language with pre-verbal and nonverbal children and how to get started with teaching your child to sign.</p>			
4	<p>SEEDS of Language Development, Phonological Awareness and Memory</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Explain Language Development in infants and toddlers and how important it is for caregivers to talk to infants and toddlers frequently. ● Explain Language Processing in infants and toddlers and the link between Language Processing speed and Language Development. ● Name the stages of Language Development. ● Name Language Development for children raised in bilingual homes. ● Explain how to use classroom themes, SEEDS tools, and sign language to promote Language Development for infants and toddlers. ● Name the importance of Phonological Awareness and Phonological Memory in Language Development. ● Explain how to promote children's development of Phonological Awareness and Phonological Memory. 	<p>On the Road to School Readiness</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Understand the foundations of school readiness. 	<p>Vocabulary & Oral Language</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● State the elements that impact a child's language development ● Discuss children's progress using the Vocabulary and Oral Language Continuum of Complexity ● Choose teaching strategies to promote Vocabulary and Oral Language development ● Describe the stages of Dual Language Learning ● Write a thematic lesson plan to develop and extend child language skills ● Practice a Vocabulary and Oral Language Intervention 	<p>Coaching: Anti-Racism & White Privilege</p> <ul style="list-style-type: none"> ● Name the definition of privilege. ● Increase awareness or bring awareness of White Privilege. ● Name how White Privilege shows up in coaching. ● Understand who we are and how that informs our coaching ● Plan a balanced coaching conversation. ● Practice the SEEDS coaching cycle focused on racism or privilege. 	<p>SEEDS Train the Trainer - Day 4 You Do, I Watch</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Identify training competencies to practice. ● Participate in the Big 5 Planning Process and facilitation of Sessions 7 & 8 of adopted framework. ● Meet the participant objectives of the modeled sessions (content understanding).
5	<p>SEEDS of Visual Discrimination, Early Literacy & Early Numeracy</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Describe Visual Discrimination in infants and toddlers and the 	<p>SEEDS in Action - Sounds, Emotions, and Screen Time</p> <ul style="list-style-type: none"> ● The importance of phonological memory. ● The importance of 	<p>Book & Print (Repeated Read Aloud)</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Describe the characteristics of an effective read aloud 		<p>SEEDS Train the Trainer - Day 5 You Do, I Watch</p> <p>Participants can:</p> <ul style="list-style-type: none"> ● Identify training

	<p>importance of children's ability to recognize details in visual images.</p> <ul style="list-style-type: none"> • Explain the continuum of Visual Discrimination and the skills associated with it. • Name the stages of skill development for Visual Discrimination Activities to support Visual Discrimination • Define Emergent Literacy and the skills associated with it. • Explain how to build Emergent Literacy through reading aloud, repeated reading, and Dialogic Reading. • Define Early Numeracy (Pre-Math Skills) and the skills associated with it. • Describe how to Mathematize to build Early Numeracy skills. 	<p>phonological awareness.</p> <ul style="list-style-type: none"> • How to interpret and deal with children's challenging behavior. • The importance of teaching your child about feelings. • The importance of teaching your child about cause and effect and consequences. • How screen time affects your child and how to use seeds to guide screen time choices and scaffold learning. 	<ul style="list-style-type: none"> • Define different types of books and when they are most appropriately used • Demonstrate a Day One Repeated Read Aloud • Demonstrate a Rapid Automatic Naming transition song • Define concepts about book and print and describe how they can be used within a Read Aloud <p>For Kindergarten, also:</p> <ul style="list-style-type: none"> • Research - Define how comprehension skills develop (according to recent research) 		<p>competencies to practice.</p> <ul style="list-style-type: none"> • Participate in the Big 5 Planning Process and facilitation of Session 9 of adopted framework. • Meet the participant objectives of the modeled sessions (content understanding). • Complete Trainer Certification Quiz. • Name next steps for certification.
6			<p>Phonological Awareness</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Identify the elements of the Phonological Awareness Continuum of Complexity • Demonstrate the ability to embed and explicitly teach Phonological Awareness throughout all daily routines while being sensitive to all children <p>For Kindergarten, also:</p> <ul style="list-style-type: none"> • Define the role of phonological awareness in the English alphabetic writing system. • Define the relationship of phonological awareness skills on letter knowledge and reading. 		
7			Visual Discrimination		

			<p>Participants can:</p> <ul style="list-style-type: none"> • Identify the elements of the Visual Discrimination Continuum of Complexity • Demonstrate the ability to embed and explicitly teach Visual Discrimination throughout all daily routines while being sensitive to all children <p>For Kindergarten, also:</p> <ul style="list-style-type: none"> • Elements of effective phonics instruction 		
8			<p>Written Expression</p> <p>Participants can:</p> <ul style="list-style-type: none"> • Define the term “Written Expression” • Identify the elements of the Writing Continuum of Complexity • Demonstrate the ability to embed and explicitly teach writing activities throughout all daily routines while being sensitive to all children • Demonstrate the ability to sing the Number Song • Describe the qualities of a high quality Writing Center • Define and describe “Specific” and “Generic” Literacy Props <p>For Kindergarten, also:</p> <ul style="list-style-type: none"> • Define activities for building writing identity and fluency • Define the relationship between reading and writing 		
9			Response to Intervention		

			<p>Participants can:</p> <ul style="list-style-type: none">• Analyze data and celebrate growth• Describe the Response to Intervention process• Identify students who need tiered interventions in order to meet spring targets• Update your Literacy- and Math-Rich Schedule to reflect new supports• Set goals for students receiving interventions and plan progress monitoring		
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