

Instructions for Entering Early Literacy Courses for Registry Credit

This document describes the steps to enter a REGISTRY Training for ELAG Course when a trainer is already in The Registry. For complete instructions please refer to How to Submit a Course for Approval on The Registry website.

Choose the title of the course in the ELAG series. If not entered as course #8, individual entries will need to be completed.

Click COURSE Tab.

Click NEW COURSE.

“Course Description”

1. Early Literacy (ELAG) - Vital Components
 2. Early Literacy (ELAG) - Language and Vocabulary
 3. Early Literacy (ELAG) - Phonological Awareness, Alphabet Knowledge & Concepts about Print
 4. Early Literacy (ELAG) - Emergent Writing
 5. Early Literacy (ELAG) - Providing Effective “Read Alouds”
 6. Early Literacy (ELAG) - Infants and Toddlers
 7. Early Literacy (ELAG) - Family Engagement
 8. Early Literacy (ELAG) - 7 Module Series Training
- Choose Registered or Tiered (Tier 1, 2 and 3 must have PDAS Approved Trainer) from the drop down menu.
 - Check the box if you want to list the specific trainers qualified to give this course.
 - These courses will not have additional endorsements.
 - These courses can be entered separately or as a total training.

Click SAVE AND CONTINUE.

“Course Content” (3 hour sessions unless combined or the entire series)

- Enter the hours for each Content Area related to the Wisconsin Core Competencies. Content hours must add up to Classroom Hours + Additional Hours. Do this for each course separately.

Click SAVE AND CONTINUE.

“INSTRUCTIONAL PLAN”

- Fill in the description of the course. This will be listed in the online training calendar.
- Documents can be uploaded for storage of handouts, training matrix, etc.
- Listing prerequisites are option for all courses

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Course Descriptions:

#1 This course provides an introduction to the six vital components of early literacy, based on early learning standards and current research. Strategies are included to address Dual Language Learner needs.

#2 This course focuses on oral language and vocabulary as the foundation for early literacy, based on early learning standards and current research. Strategies are included to address Dual Language Learner needs.

#3 This course will focus on phonological awareness, alphabet knowledge, and concepts about print as early literacy foundations, based on early learning standards and current research. Strategies are included to address Dual Language Learner needs.

#4 This course will focus on writing as one of the 6 elements that is critical to an early literacy program, based on early learning standards and current research. Strategies are included to address Dual Language Learner needs.

#5 This course will demonstrate how intentionally designed and carefully implemented shared reading and/or dialogic reading strategies can be utilized to develop critical skills and concepts needed for early literacy development. Strategies are included to address Dual Language Learner needs.

#6 This course will focus on the importance of building language and vocabulary (expressive and receptive language) during the infant/toddler years as the foundation for literacy development. Because skills are interrelated and develop simultaneously, however, the importance of exposing children to all components of early literacy will be emphasized. Strategies are included to address Dual Language Learner needs.

#7 This course will provide strategies for engaging families in literacy development activities that support the 6 vital components of early literacy, including shared reading and other evidence-based strategies. Strategies will be included to address Dual Language Learner needs.

#8 This series of research-based and standards-based training modules is designed to guide language and early literacy expectations and practices for children, birth to 5 years. Emphasis will be on providing intentional learning experiences through developmentally appropriate, evidence-based strategies, and engaging families. Strategies are included to address Dual Language Learner needs.

“LEARNING OBJECTIVES”

- This is required for ALL TIERED COURSES.

Course Learning Objectives: Participants will:

#1 – A) Become familiar with standards that apply to language and early literacy development for children, birth through 5 years. B) Identify and define the vital components of an early literacy program. C) Describe evidence-based strategies adults can use to support language and early literacy development.

#2 – A) Become familiar with standards that apply to language and vocabulary development. B) Explain how language and vocabulary development is related to later reading ability. C) Identify strengths and areas for....

improvement in current language practices through a self-assessment process. D) Use a process for selecting and teaching vocabulary words.

#3 – A) Become familiar with standards that apply to the development of Phonological Awareness, Alphabet Knowledge, and Concepts about Print. B) Define and describe these content areas and how they develop. C) Explore formal and informal types of assessment. D) Describe evidence-based strategies adults can use to support development in these areas.

#4 – A) Become familiar with standards that apply to the development of writing. B) Describe how writing is interrelated with other early literacy content areas. C) Consider approaches to assessment. D) Describe evidence-based strategies adults can use to support the development of writing in functional, meaningful ways.

#5 – A) Develop skills needed to implement shared reading strategies. B) Demonstrate how shared reading can support components of early literacy learning. C) Use a systematic process to select, teach, and reinforce vocabulary words. D) Demonstrate dialogic reading strategies using the “PEER” process and “CROWD” prompts. E) Identify evidence-based strategies for engaging families in shared reading to promote language and literacy development.

#6 – A) Consider characteristics of infants and toddlers and the roles adults play in supporting their development. B) Explore standards that guide developmental expectations and best practice. C) Demonstrate appropriate shared reading strategies for infants and toddlers. D) Describe evidence-based strategies to support language development during routines and playtime. E) Discuss strategies for engaging families in language and literacy experiences.

#7 – A) Explain how the 6 vital components of early literacy are interrelated and provide the foundation for later reading ability. B) Demonstrate and disseminate shared reading and other evidence-based strategies to engage families in promoting language and literacy development.

#8 – A) Apply learning standards to guide language and early literacy expectations for children, birth through 5 years. B) Intentionally provide appropriate learning experiences during daily routines and activities, utilizing, evidence-based strategies including shared and dialogic reading, to support development in all vital components of language and early literacy learning. C) Employ formal and informal types of language and literacy assessment to guide instruction and monitor development. D) Engage families to provide effective strategies, including shared reading opportunities, to build their children’s language and support early literacy development.

“CULTURAL COMPETENCY”

- Required for ALL TIERED COURSES
- Example: This course will bring awareness of individual cultural identity and views about differences and the ability to learn and build on the varying culture and community norms of children and their families around early literacy.

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“OUTLINE”

- This is required for ALL COURSES.
- The following are examples.

#1 - Introduction, review of goals for session, check-in activity. Course 1 consists of Guidance from DPI, Dual-Language Learning material, WMELS connections and the Teaching Cycle, research-based literacy content areas and definitions, national guidance, Growing WI Readers and visuals of typical environments in early education and care programs.

#2 – Check-in. Review of goals, DLL review, Intentional teaching through lens of teaching cycle, national guidance, vocabulary materials and review and building language through play.

#3 – Check-in. Review of DLL and guidance from DPI. National guidance, and WMELS connections. Session is about phonological awareness, concepts of print and alphabet awareness. Discussion on assessment guidance.

#4 – Check-in. Guidance from DPI and review of DLL. Connections to WMELS and the Teaching Cycle. Presentation of emergent writing supports and connections. General assessment guidance.

#5 – Check-in. Guidance from DPI and review of DLL. National guidance. WMELS connections. Sharing read and vocabulary support materials and activities to practice.

#6 – Check-in and discussion. Stages of infancy. WMELS connections and the teaching cycle. What does literacy mean for infants and toddlers. Strategies to support literacy for infants and toddlers. AAP Policy Statement. Book selection for infants and toddlers and thoughts on shared reading.

#7 – Check-in. Connections to WMELS. Definition of Family Engagement, Rationale/Research, Points to Ponder, How To Engage Families, Powerful Interactions and Tools and Resources

#8 – Check-in. Guidance from DPI and review of DLL. National guidance. WMELS connections and the teaching cycle. Definitions of components, Rational/Research, Points to Ponder, How to engage and support young children and families. Powerful interactions and tools and resources.

“HANDOUTS”

- Trainer can upload the Agenda, Power Point, Inventory, and Course Evaluation.
- This is optional for ALL Courses

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“ASSESSMENT OF LEARNING OBJECTIVES”

- This is required for TIER 3 Courses
- If individual sessions are entered separately, this is not required. If the entire module is entered or any combination as a Tier 3, the Assessment of Learning Objectives would be required.
- The Inventory of Practice: Early Literacy Scan could be used as the Assessment of Learning Objectives.

“COURSE EVALUATIONS”

- This is optional for ALL COURSES
- This may be an evaluation that is used by the person or agency conducting the training.

“MAJOR RESOURCES”

- This is required for ALL TIERED COURSES.
- Major resources used to develop course are required to be listed. (A list of references is provided at the ELAG website).

Click SAVE AND CONTINUE.

“ADDITIONAL DETAILS”

- Check all boxes to show the target audiences that apply.
- Check the box to show the ages addressed

Click SAVE AND CONTINUE.

“SUMMARY”

- Check that you agree to the terms.

Click SUBMIT FOR APPROVAL.

The course was submitted and will be reviewed by Registry staff. Once approved, events may be scheduled for this course that will not need to be approved.

The course will expire after 3 years if this is a tiered course or 1 year if it is a registered course. It will then need to be re-submitted and approved to continue scheduling it.

If you will be adding specific trainers who can teach this course, click the APPROVED TRAINERS tab. Trainers can be added at any time. Click ADD TRAINER.