



# North Dakota Training of the Trainer Certification

## *SEEDS of Early Literacy for 3-5 Year Olds*

### How it Works



Leaders select a staff to be trained in the *SEEDS of Literacy* model.



Staff attend SEEDS training to prepare them to deliver the content to their team.



Deliver one, 2-hour, SEEDS training session.



Staff implement the SEEDS framework using a research-based coaching model.

### Trainer Certification Requirements

- **Complete certification coursework**  
4 days of face-to-face training and 1 webinar
- **Deliver a Pre-K SEEDS Literacy Training Session**  
Deliver one, 2-hour, SEEDS session to Preschool Educators. Pick your date and location. You can present to your own team. A master trainer is available to help you train upon request.

### For information on the Pre-K SEEDS model

<https://fluentseeds.org/>

**Cost:** TBD

### Trainer Certification Coursework

#### *Schedule*

#### **2 Face-to-Face Sessions**

Dates & Location TBD

#### **1 Online 'Just-In-Time Training' Webinar**

Date TBD

#### **2 Face-to-Face Sessions**

Dates & Location TBD

*Note: Attendance at all sessions is required for certification and course credit CEU credit. Growing Futures approved.*

# What is SEEDS?

The SEEDS of Early Literacy is an educational framework. The SEEDS acronym represents what matters most—quality interactions between children and adults. When children engage in SEEDS quality interactions, they are more likely to enjoy learning and continue on the road toward language and literacy.

## Pre-K SEEDS Scope and Sequence

*The Pre-K SEEDS Trainer Certification allows you to deliver each of the eight, 2-hour, modules below in the state of North Dakota.*

### Module 1: SEEDS of Learning

*Participants can:*

- 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

### Module 2: SEEDS Quality Interactions

*Participants can:*

- Demonstrate shared positive interactions with each other
- Establish what you want children to learn and how you will teach it
- Describe the five behaviors of a SEEDS Quality Teacher

### Module 3: Social-Emotional Learning

*Participants can:*

- 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

### Module 4: Vocabulary & Oral Language

*Participants can:*

- 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
- Describe the stages of Dual Language Learning
- Write a thematic lesson plan to develop and extend child language skills

### Module 5: Book and Print Concepts

*Participants can:*

- Describe the characteristics of an effective read-aloud
- Define different types of books and when they are most appropriately used
- Demonstrate a Day 1 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

### Module 6: Phonological Awareness

*Participants can:*

- 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

### Module 7: Visual Discrimination

*Participants can:*

- Identify 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

### Module 8: Written Expression

*Participants can:*

- 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

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