

# An Administrators Overview of *Professional Learning Community: Emergent Literacy* (Module 2, Phonological Awareness)

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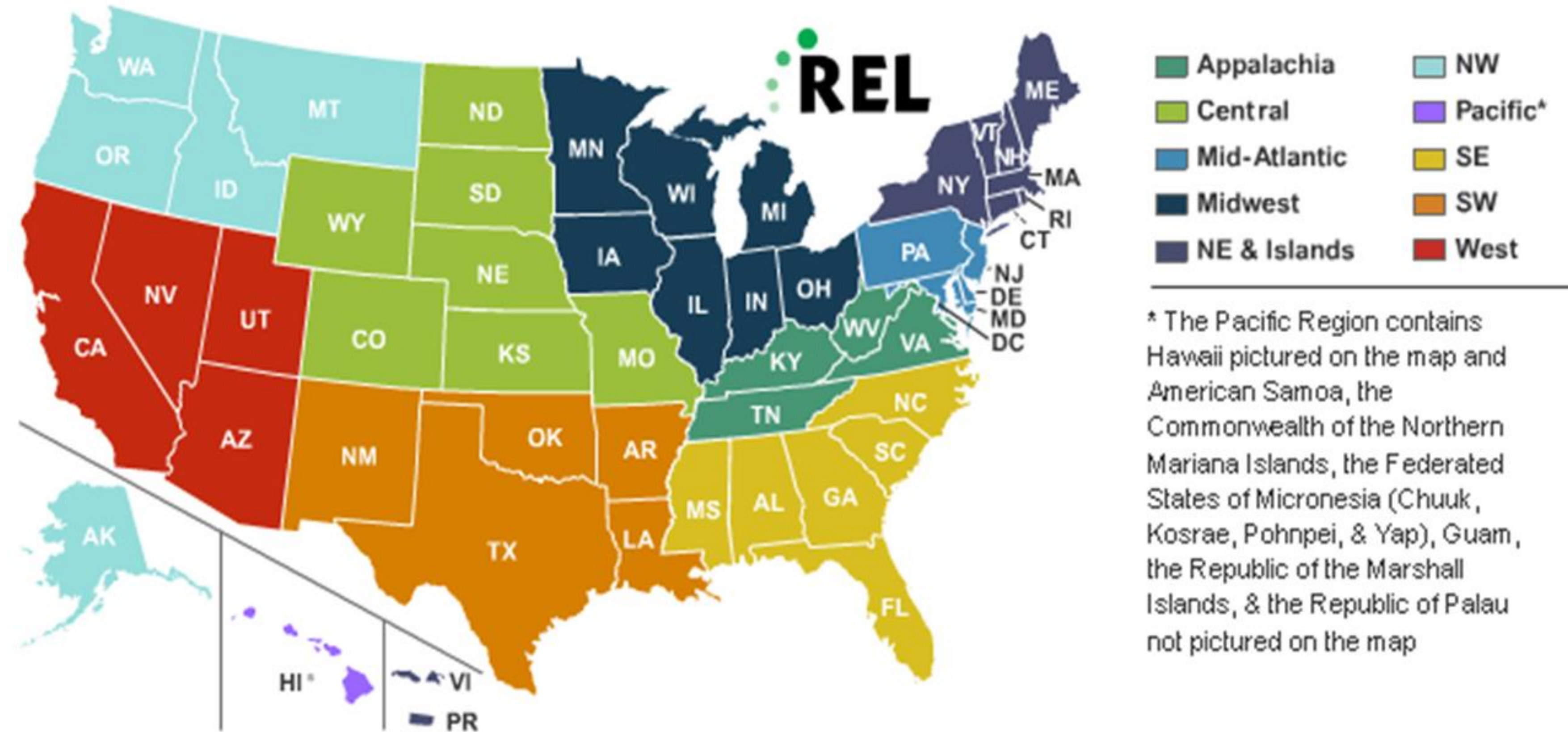
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# Regional Educational Laboratories (RELs)

The Regional Educational Laboratories



# Acknowledgement and Disclaimer

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# Where have we been?

Planning Emergent  
Literacy Professional  
Learning  
Communities in  
Preschool Settings

**Webinar 1**

Dec 16, 2020

[https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc/admin\\_materials\\_module1.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc/admin_materials_module1.asp)



Professional Learning Community  
**EMERGENT LITERACY**

Professional Learning Community Materials

Administrator Materials

Introduction

Webinar 1:  
An Administrator's Overview of  
Module 1 (Print Knowledge)

**Webinar 1: Planning Emergent Literacy Professional Learning Communities in  
Preschool Settings: A Webinar for Administrators**

Presentation Slides



# Where will we go today?

An Administrator's  
Overview of *Professional  
Learning Community:  
Emergent Literacy*  
(Module 2, Phonological  
Awareness)

**Webinar 2**

# Meeting Overview

- Provide a brief reminder of the research and benefits of a PLC focused on emergent literacy.
- Conduct a quick overview of the *Professional Learning Community (PLC): Emergent Literacy* materials.
- Take a close look at Module 2, Phonological Awareness from the *PLC* materials.
- Discuss how the topics presented today relate to your context.

Our intention is that after this webinar, you'll have the motivation and the tools to create a team at your site to discuss the potential of implementing the *PLC*.

# Research and Benefits of a PLC Focused on Emergent Literacy

# What is Emergent Literacy?

- The basic building blocks for learning to read and write.
- Begins developing in early infancy and early childhood through participation with adults in meaningful activities involving talking, sounds, and print.
- Is different from conventional early literacy--early literacy includes decoding and reading comprehension.
- Core components include: oral language/vocabulary, phonological awareness, and print knowledge.

# What do we know about emergent literacy and literacy outcomes?



National research indicates major differences in emergent literacy and language skills in children entering kindergarten.



These differences often continue in the primary grades.

# What Are the Most Important Emergent Literacy Components?

- Oral Language and Vocabulary
- Phonological Awareness
- Print Knowledge

# What Are Professional Learning Communities (PLCs)?

Educators who collaborate to expand their knowledge and enhance their instruction to improve student achievement.



Infographic to learn more about developing PLC:

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Developing\\_Early\\_Literacy\\_Professional\\_Learning\\_Communities.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Developing_Early_Literacy_Professional_Learning_Communities.pdf)

# What Are Advantages of the PLC Format?

- Adds coherence and continuous learning to professional development.
- Fosters teacher learning.
- Improves professional culture.
- Builds professional relationships.



# Advantages of the REL Southeast *Professional Learning Community: Emergent Literacy*

- Evidence-based instructional practices.
- Applicable to any preschool curricular context.
- Free, packaged, and ready to deliver.
- Embedded supports for facilitators.
- User-friendly participant guide.
- Exemplary classroom videos.







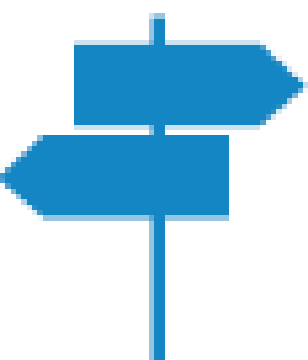
Overview of the *Professional Learning Community:*  
*Emergent Literacy* Materials

<https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc/index.asp>

## Overview of Session Topics and Timing By Module

Module	Session and Topic	Minutes
1 Print Knowledge	1. What Print Knowledge Is, Why It Is Important, How to Teach It Effectively	90
	2. Teaching Print Knowledge and Using Small-Group Explicit Instruction	90
	3. Teaching Print Knowledge Using Print Referencing During Read-Alouds, Considerations for English Learner Students and Students With Disabilities, and Additional Resources.	60
2 Phonological Awareness	4. What Phonological Awareness Is, When It Develops, and Why It Is Important	90
	5. Levels of Phonological Awareness and Features and Examples of Effective Phonological Awareness Instruction	90
	6. Phonological Awareness Instruction In Action, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60
3 Vocabulary	7. Background on Vocabulary	90
	8. How Do Children Learn New Words, Which Words Do I Teach, and How Do I Use Dialogic Reading to Teach Vocabulary?	90
	9. More Ways to Teach Vocabulary, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60
4 Oral Language	10. What is Oral Language, Why Is It Important, How Do Children Develop Syntax, and How Do I Teach Syntax?	90
	11. Teaching Oral Language Through Conversations and Supporting Peer-to-Peer Language Interactions	90
	12. Oral Language and Listening Comprehension, Considerations for English Learner Students and Students With Disabilities, and Additional Resources	60

### Five-Step Process for Each PLC Session

Step	Description
 <b>STEP 1</b>	<b>Debrief</b> Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.
 <b>STEP 2</b>	<b>Define and Discuss Session Goals and Content</b> Facilitator gives brief statements about previous session goals and the current session's goals: "where we've been and where we're going." Facilitator shares foundational and background information while engaging participants in discussions or activities that support prior reading.
 <b>STEP 3</b>	<b>Learn and Confirm</b> Participants explore new practices and compare them to current practices. Participants access and build their background knowledge and experiences related to the session's topic. Participants are explicitly taught the session's content through, for example, models, videos, and discussions.
 <b>STEP 4</b>	<b>Collaborate and Practice</b> Participants collaborate in pairs or small groups to practice applying strategies and activities.
 <b>STEP 5</b>	<b>Reflect, Plan, and Implement</b> Participants reflect on what they learned during the session, plan how the activities and strategies will be implemented in their classroom before the next session, and then implement their plan in their classroom. All participants will be prepared at the start of the next session to share their experiences.

# Facilitator Guide



## Professional Learning Community **EMERGENT LITERACY**

**FACILITATOR GUIDE**  
Module 2: Phonological Awareness  
(Sessions 4–6)

*Developed by*  
Marcia Kosanovich, Ph.D.  
Beth Phillips, Ph.D.  
Karli Willis, M.Ed.



# Presentation Slides and Speaker Notes

**Purpose of This Professional Learning Community (PLC)**

To engage in collaborative learning experiences to support preschool teachers in applying evidence-based language and literacy strategies.

Professional Learning Community: Emergent Literacy | Module 2 | Session 1 | 2

## Classroom Videos



# Participant Guide



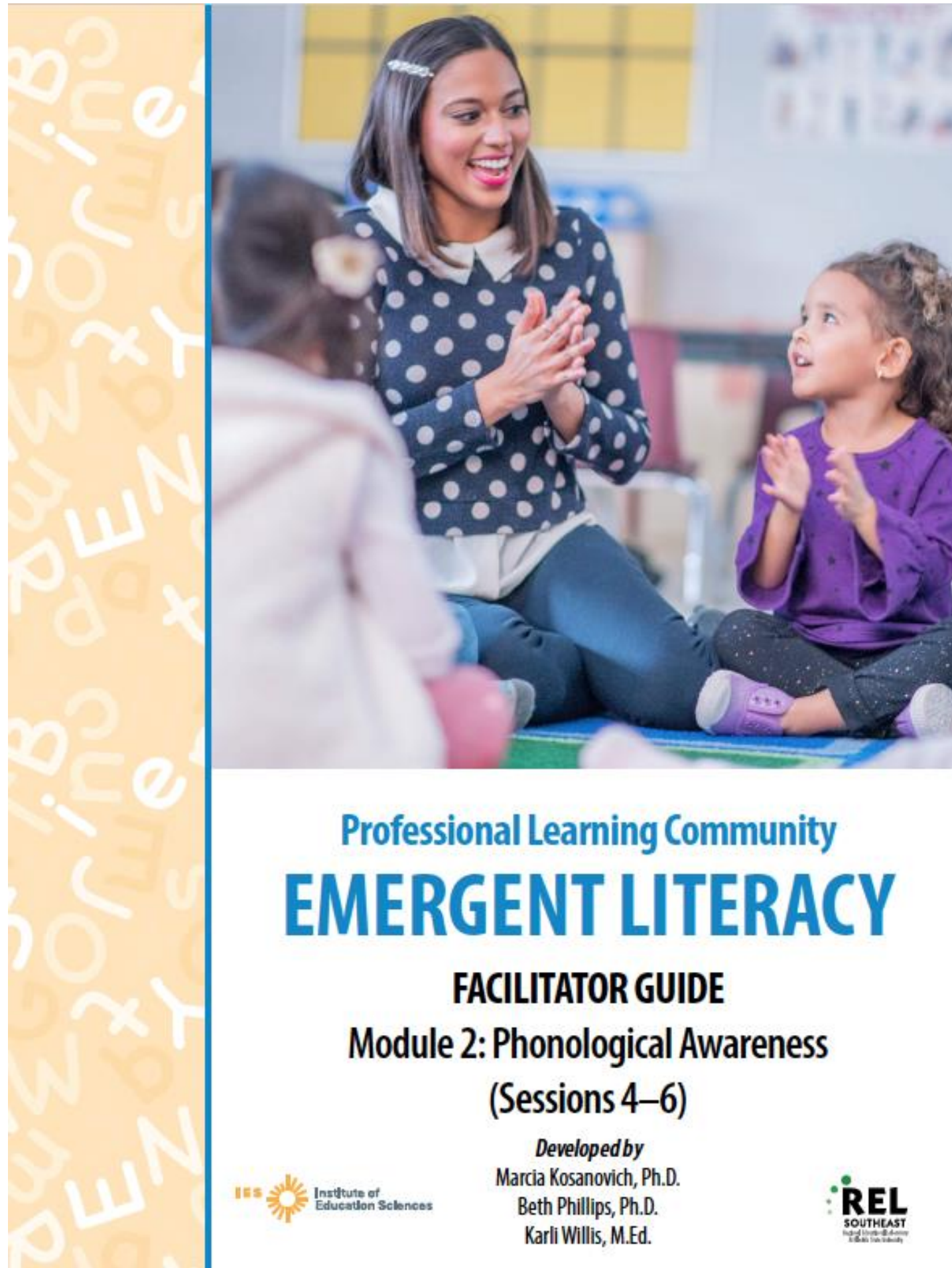
## Professional Learning Community **EMERGENT LITERACY**

**PARTICIPANT GUIDE**  
Module 2: Phonological Awareness  
(Sessions 4–6)

*Developed by*  
Marcia Kosanovich, Ph.D.  
Beth Phillips, Ph.D.  
Karli Willis, M.Ed.



# Facilitator Guide



- Enables a facilitator to guide a team of preschool teachers through the emergent literacy PLC sessions.
- Explains the five-step process for each session.
- Provides step-by-step recommendations of how to prepare for a PLC session (what to read, which materials to gather and prepare, and which videos to cue up).
- Includes PowerPoint Slides and Speaker Notes.

# Presentation Slides and Speaker Notes

## Think-Pair-Share

**How do you teach phonological awareness?**



Professional Learning Community: Emergent Literacy

Module 2 | Session 4 | 15

### NOTES

- Allow 3 minutes.
- Think-Pair-Share is an activity to engage the participants in discussion about a topic. Pose a question and provide time for participants to think about their response. Then participants pair up and share their responses with their colleague. Ask pairs to share some of their responses with the whole group. A shoulder partner is someone who is sitting next to you.

**SAY** It's time to think, pair, and share. Take a moment to consider the question: How do you teach phonological awareness? Think about a specific example or two. Then, pair with your shoulder partner and share your thinking.

*Participants think for 30 seconds. Then, they pair and share their answers for 60 seconds. Ask volunteers to share ideas with the whole group.*

Thank you for sharing. We will talk about specific strategies to teach phonological awareness later in this module.

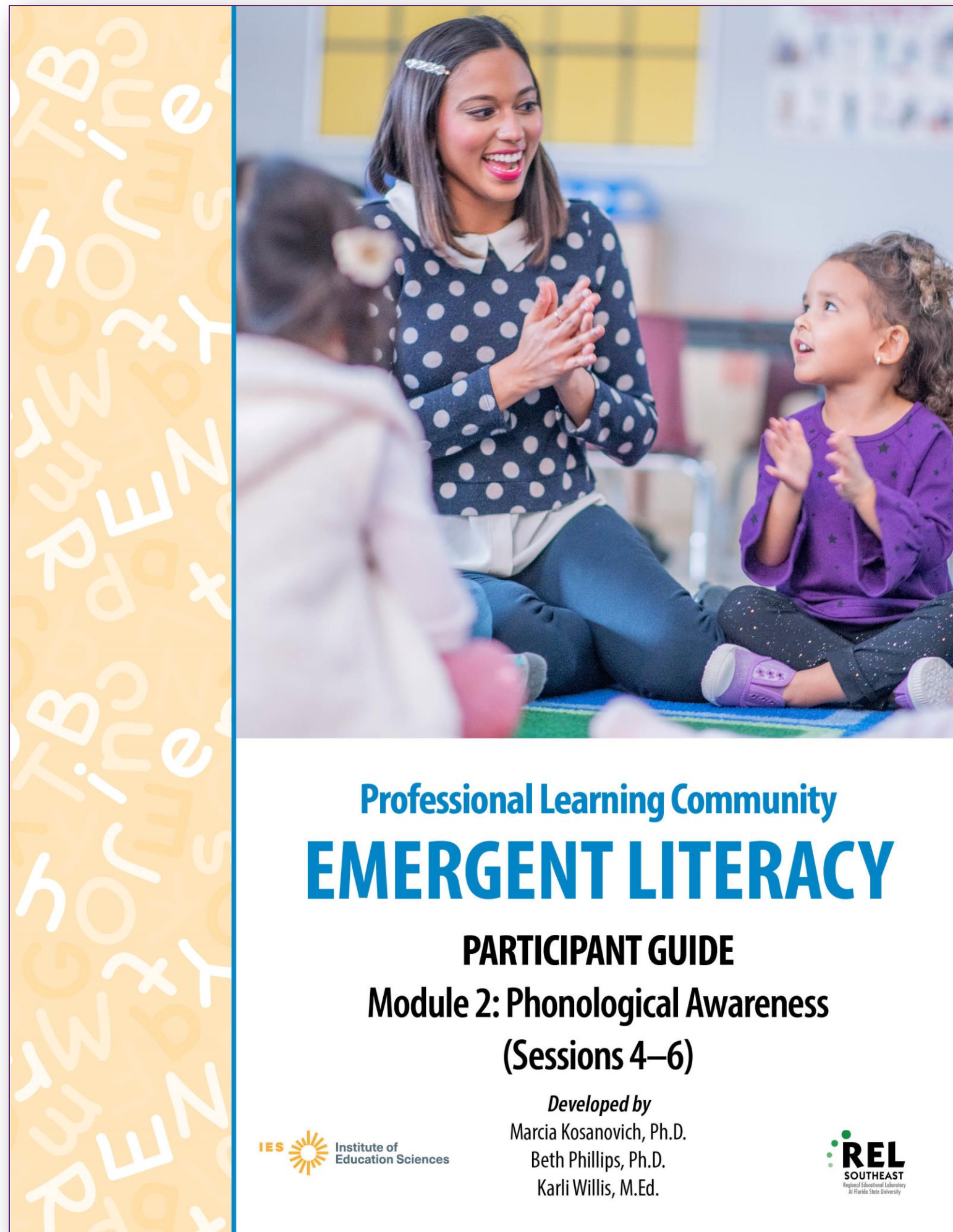
# Classroom Videos



- Evidence-based language and literacy instructional practices in preschool classrooms.
- Video-viewing guides to reflect on videos.
- Key points about the videos.

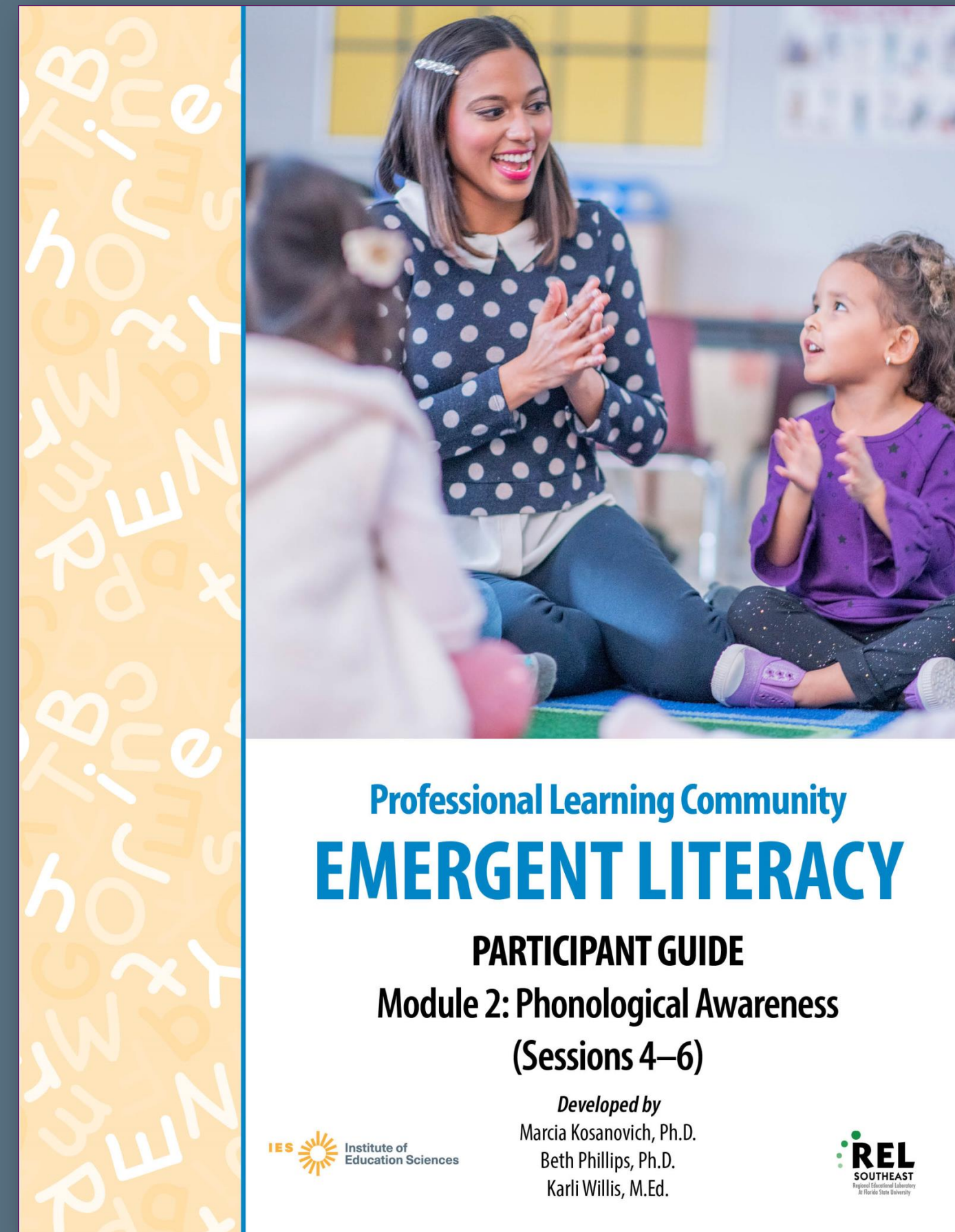
# Participant Guide

- Evidence-based self-study reading
- Collaborative hands-on activities
- Video-viewing guides
- Experience-sharing opportunities
- Lesson plan examples and templates
- Reflection questions for discussion
- Additional resources for further study
- Slides with space to take notes
- Reproducible materials
- Glossary and References

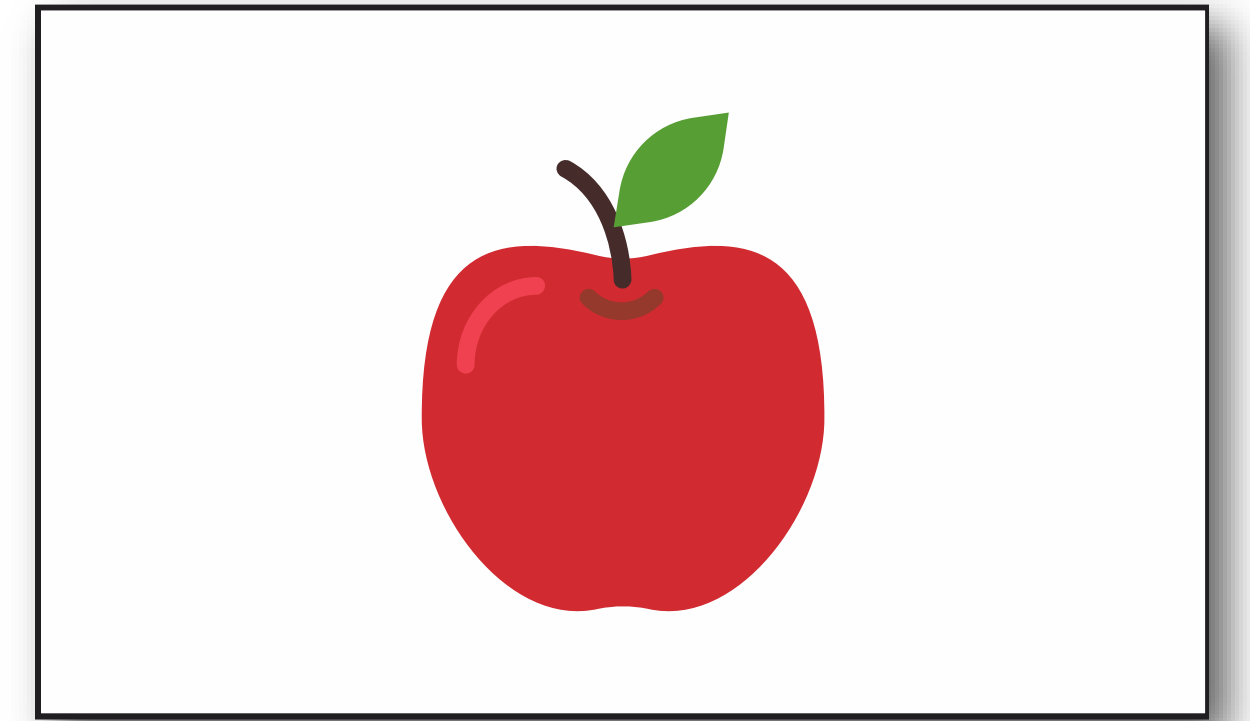


# Overview of *Professional Learning Community: Emergent Literacy*

## Module 2: Phonological Awareness



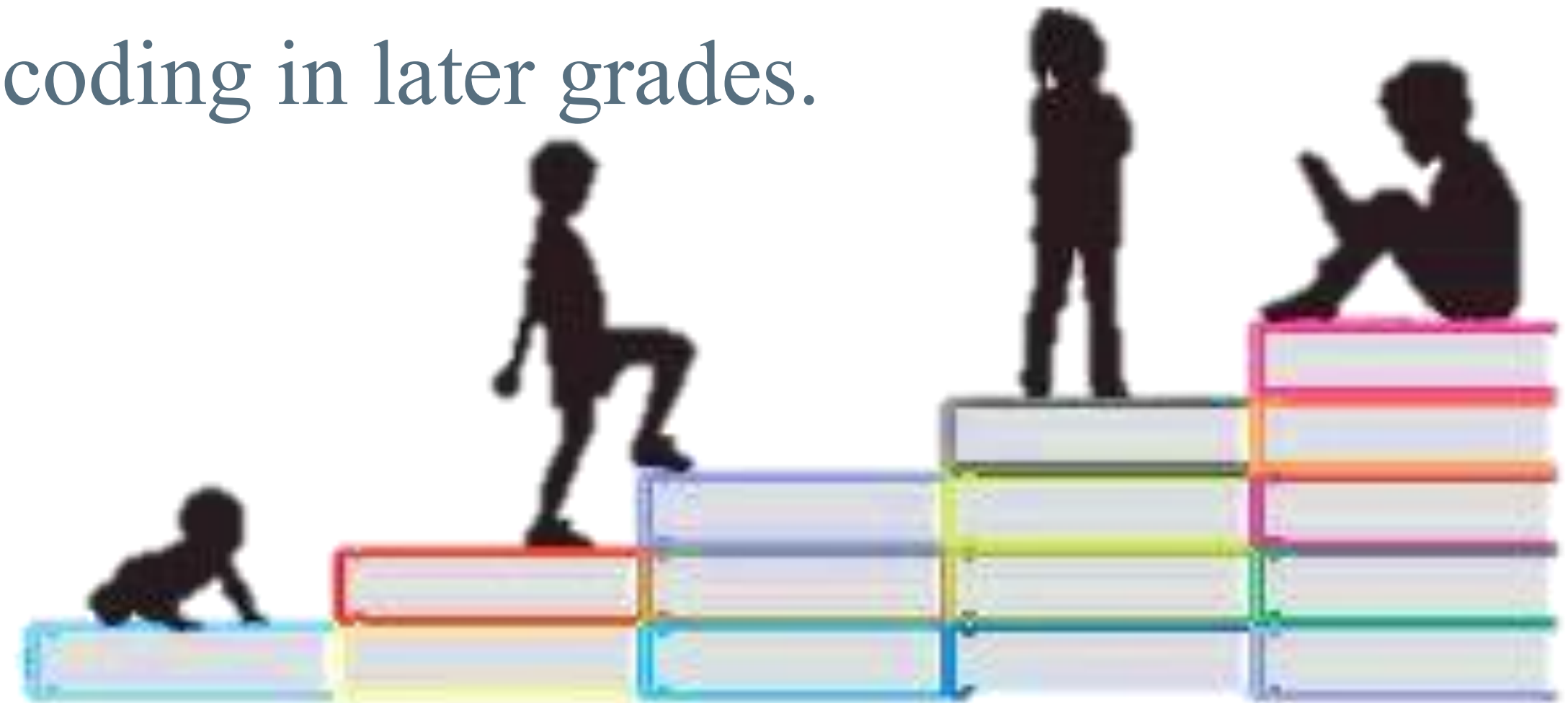
# What Is Phonological Awareness?



- The understanding that speech can be broken down into parts, or units of sound, and the ability to manipulate those parts.
- An auditory or oral skill that does not involve reading letters or words.
- Children listen, speak, point, and gesture during phonological awareness instruction and practice.

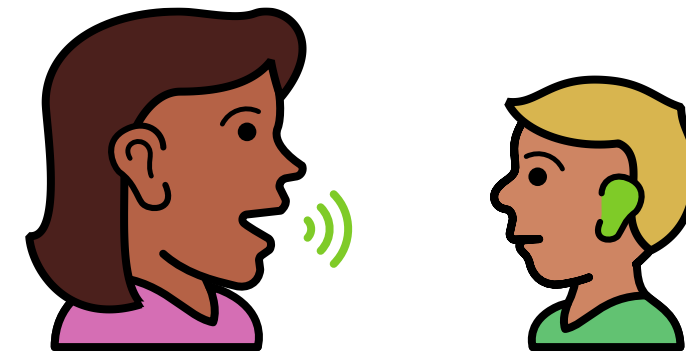
# Why Is Phonological Awareness Important?

- ✓ It is directly related to reading ability.
- ✓ It builds children's capacity to learn phonics, once phonics is introduced in later grades.
- ✓ It is a foundational skill for reading.
  - ✓ It is associated with achievement in decoding in later grades.
- ✓ It is included in state standards.

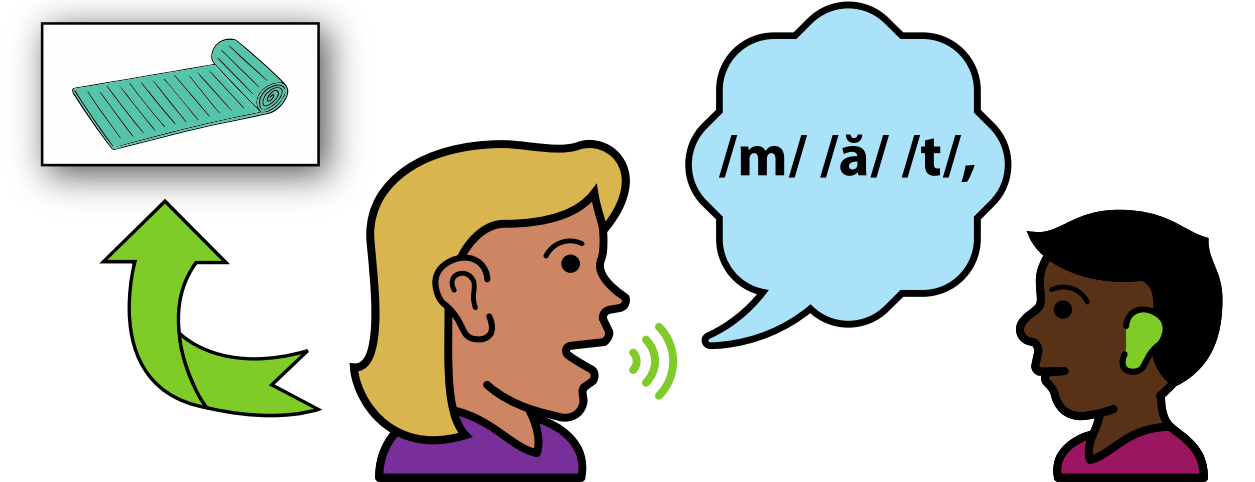


# The Important “P Words”

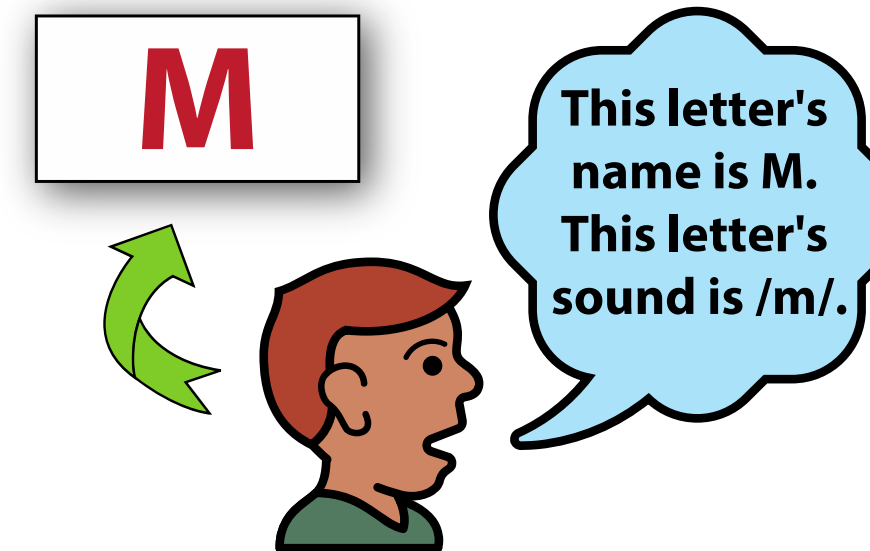
- **Phonological awareness** →



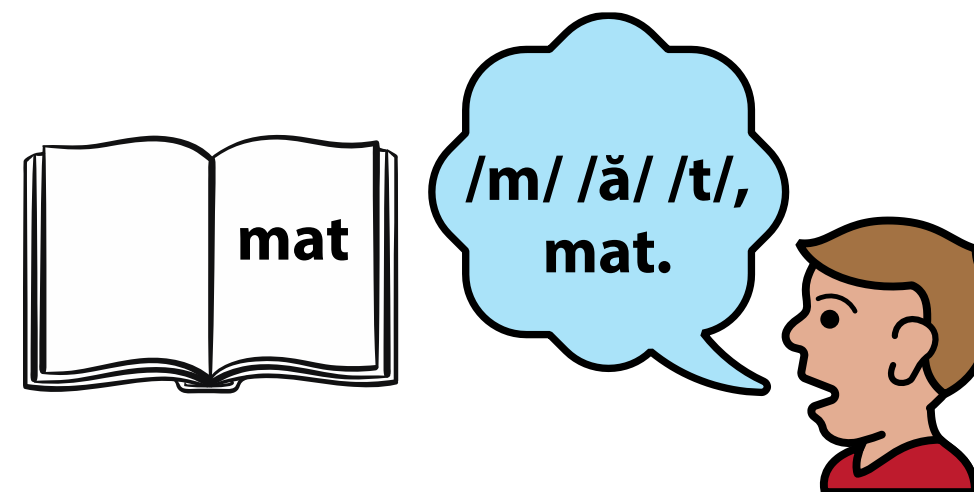
- **Phonemic awareness** →



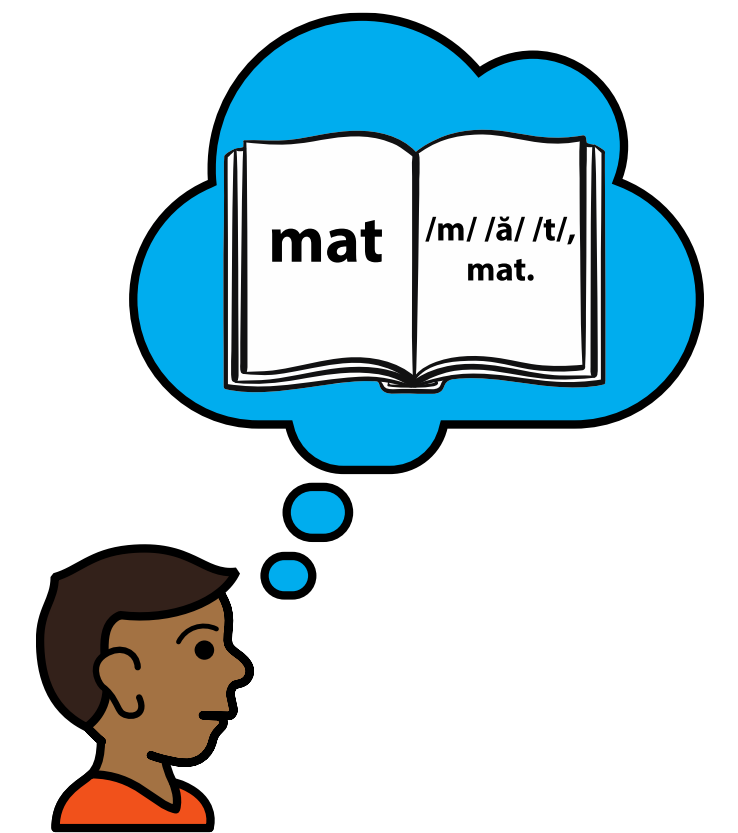
- **Print knowledge** →



- **Phonics** →



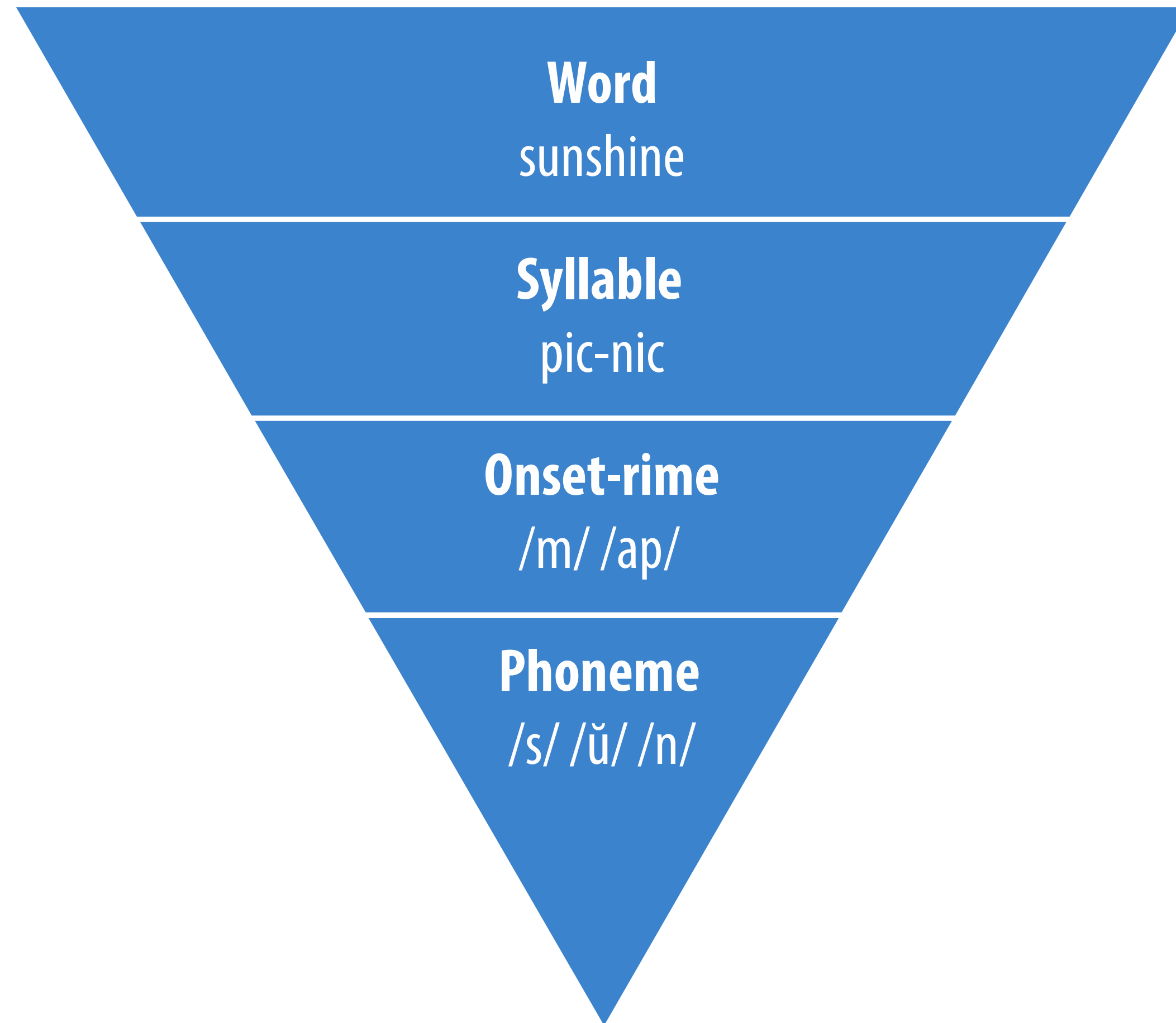
- **Alphabetic principle** →



# Units of Language

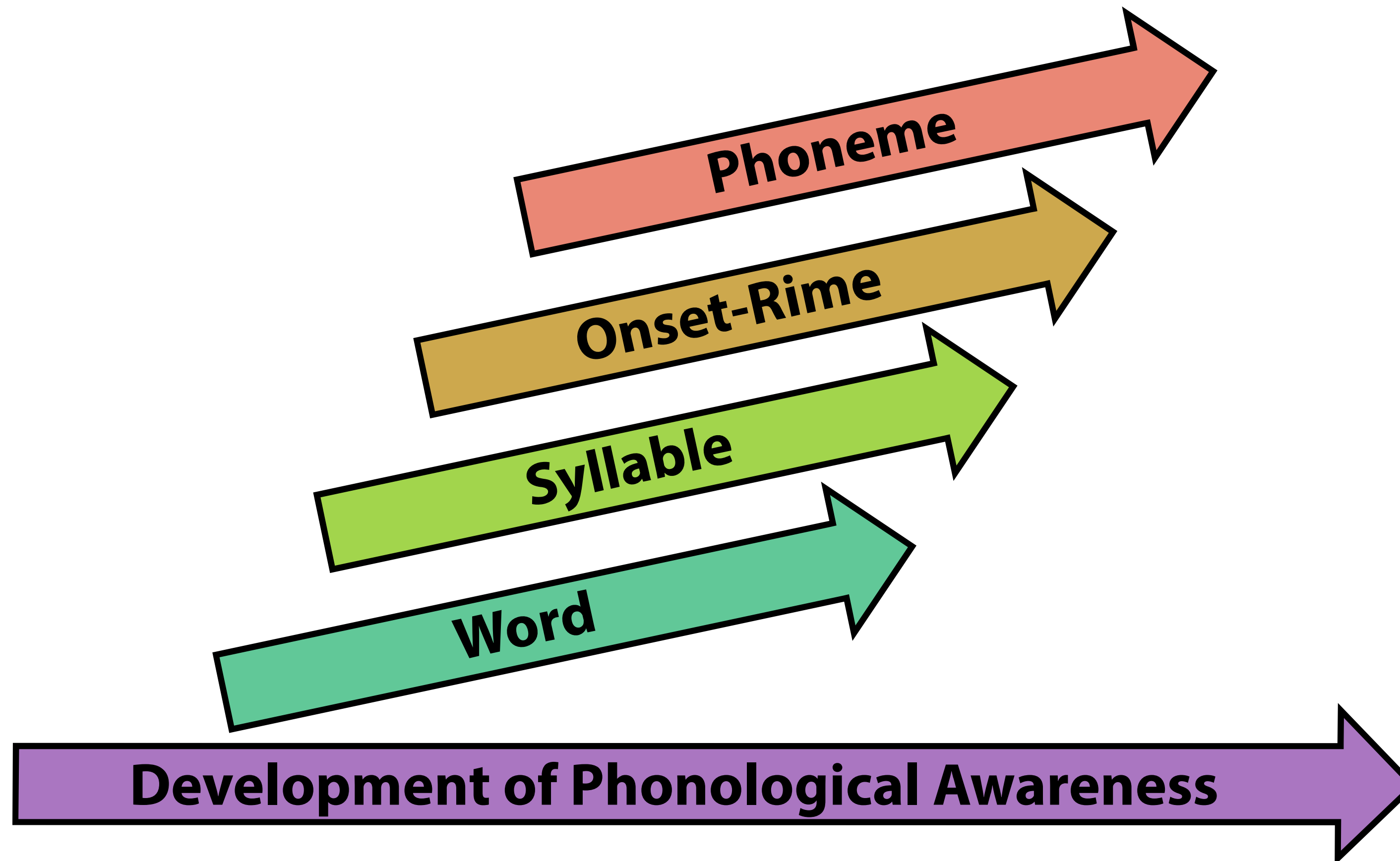
- Units refer to a sound structure of language that can be manipulated in phonological awareness tasks.

## Units of Language





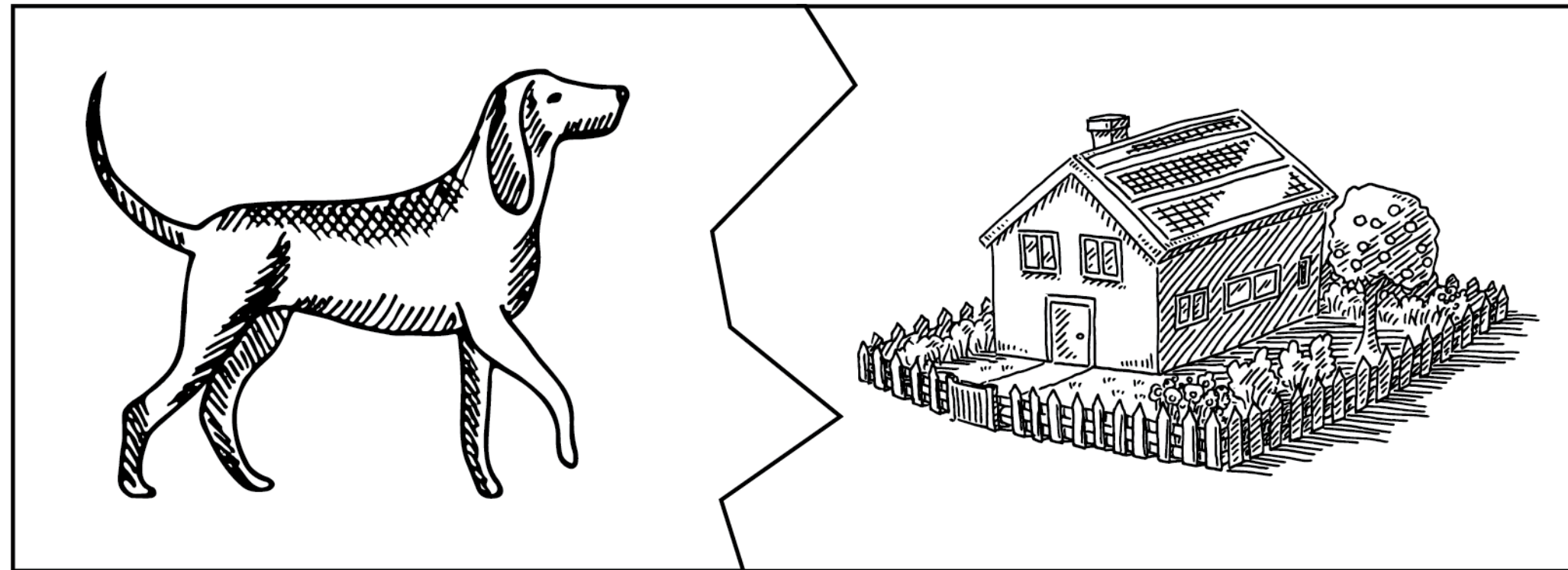
## Video 2: Phonological Awareness Continuum



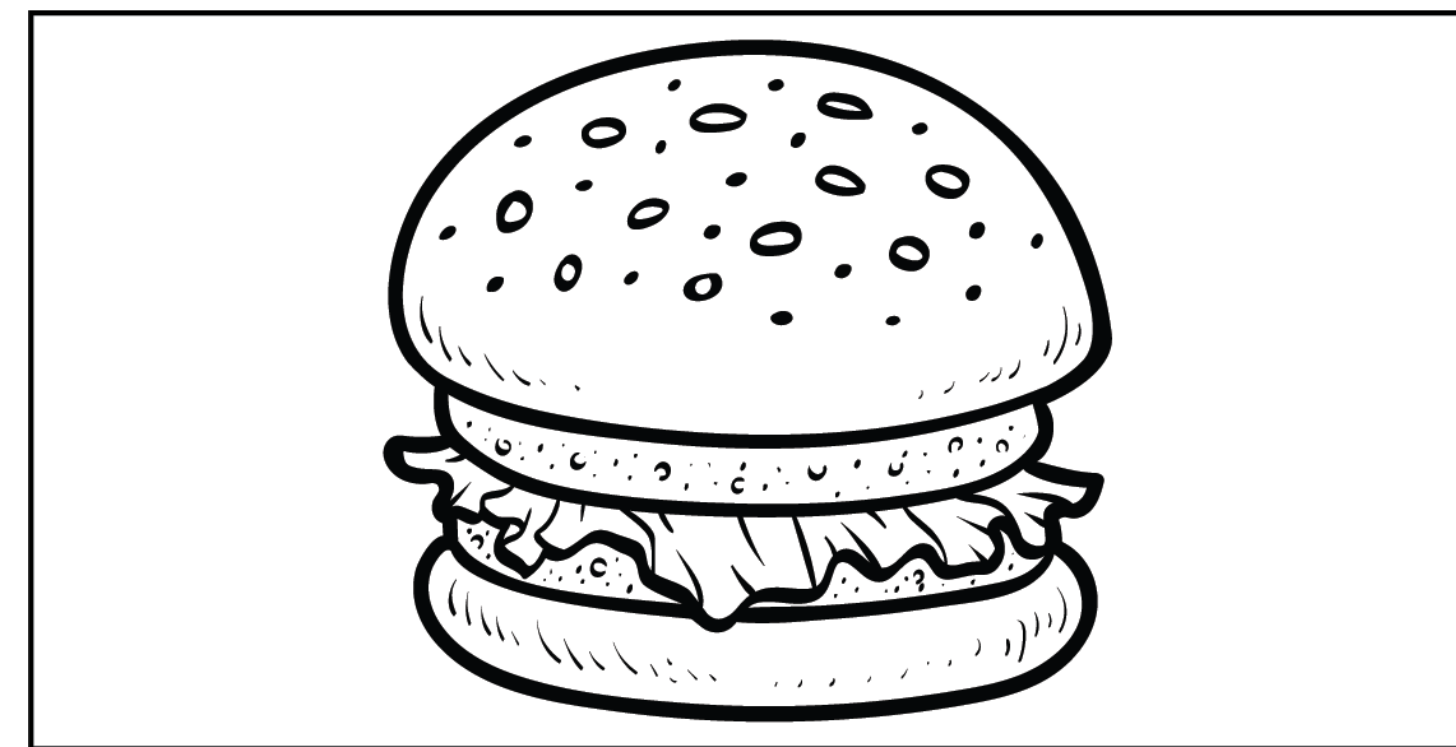


# Collaborate and Practice

## Word Level

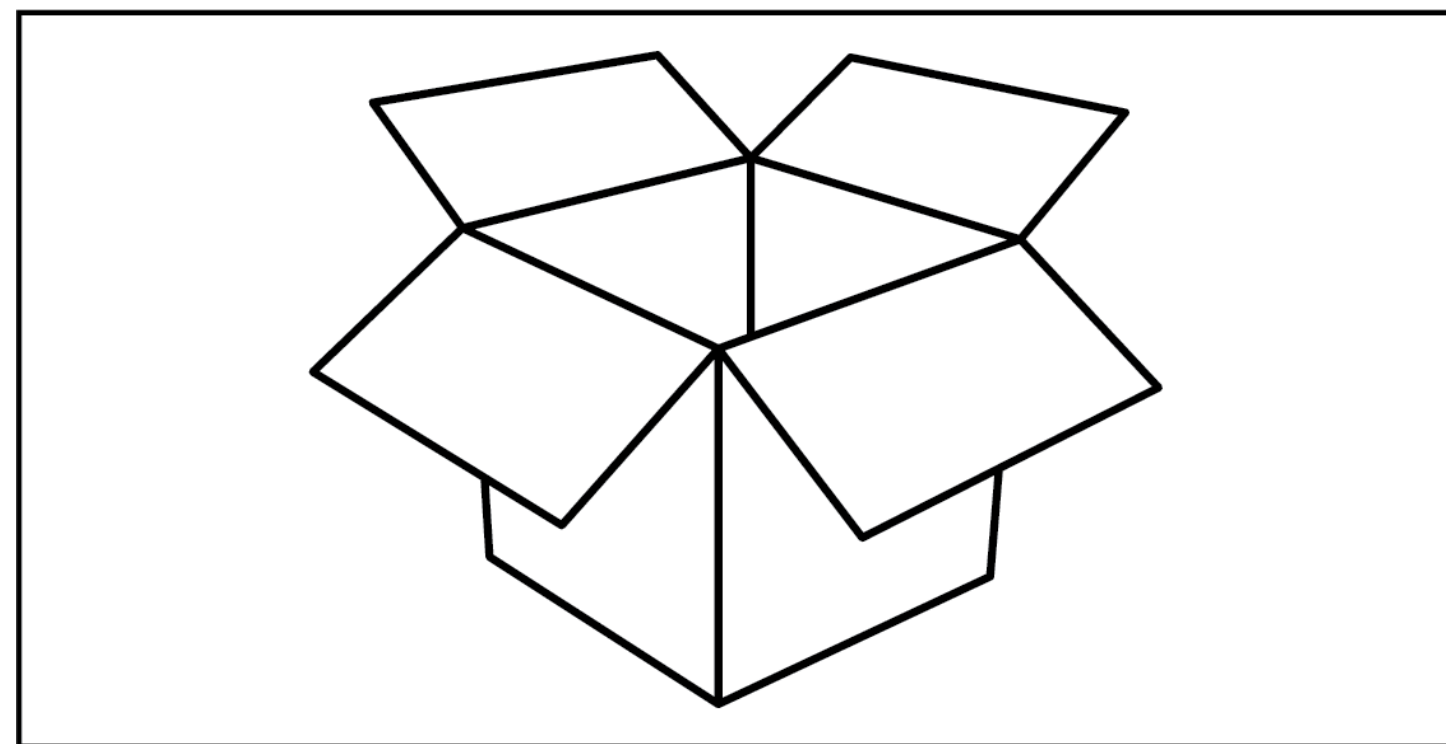
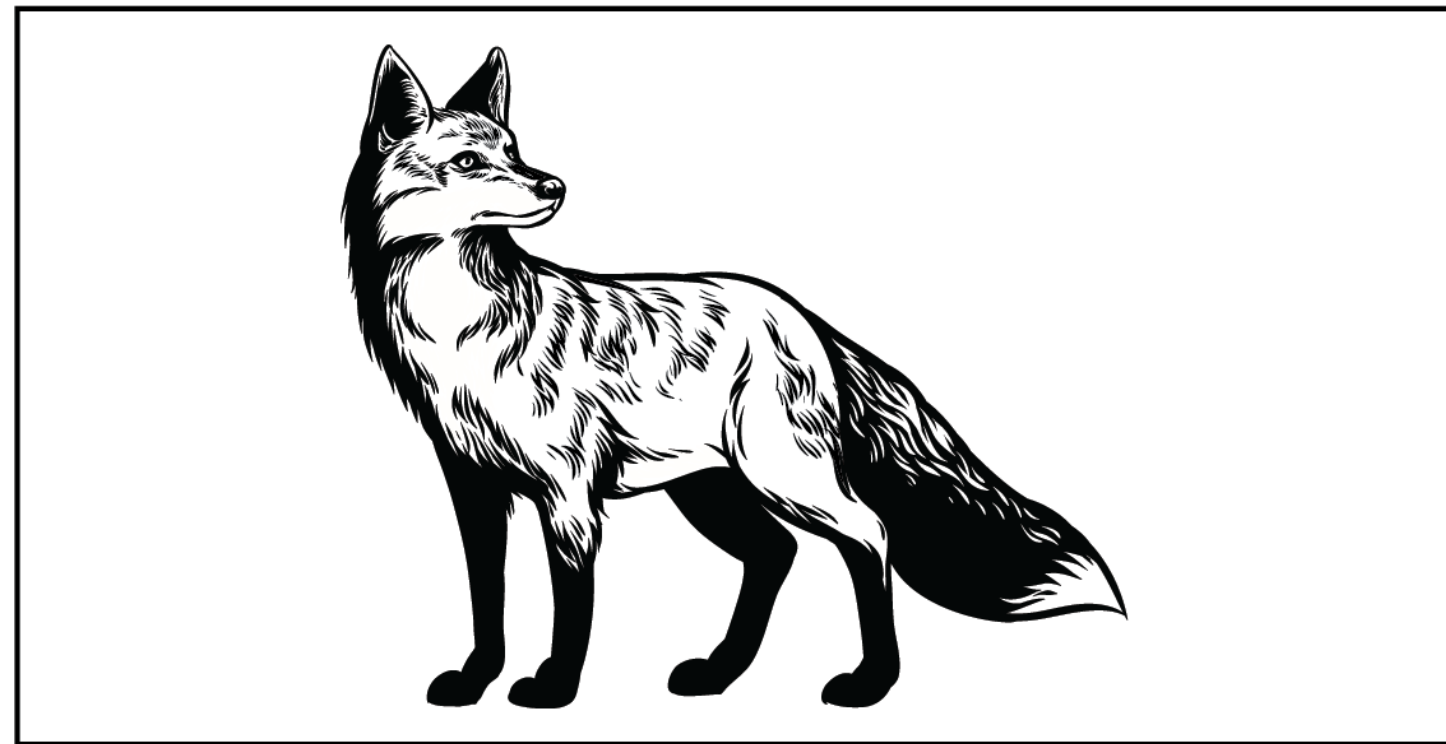


## Syllable Level

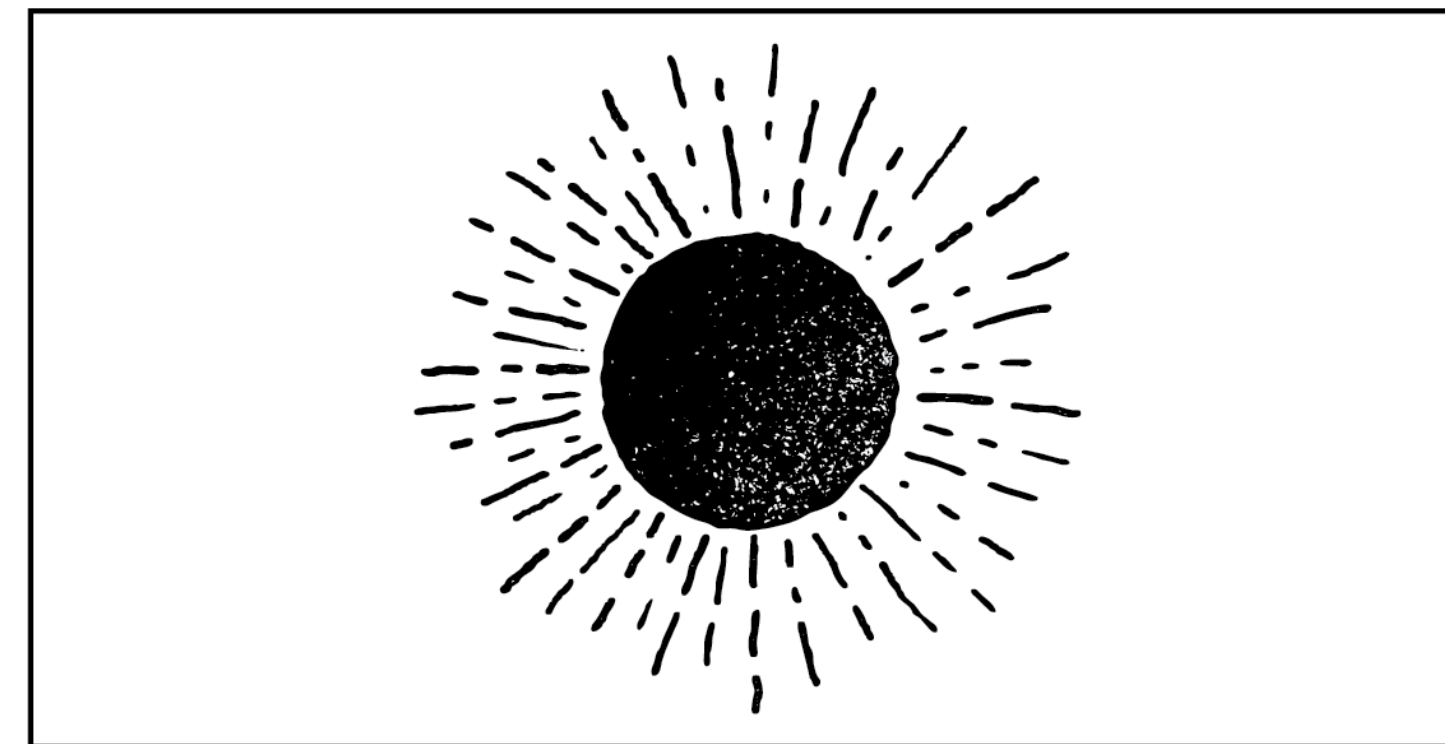


# Collaborate and Practice

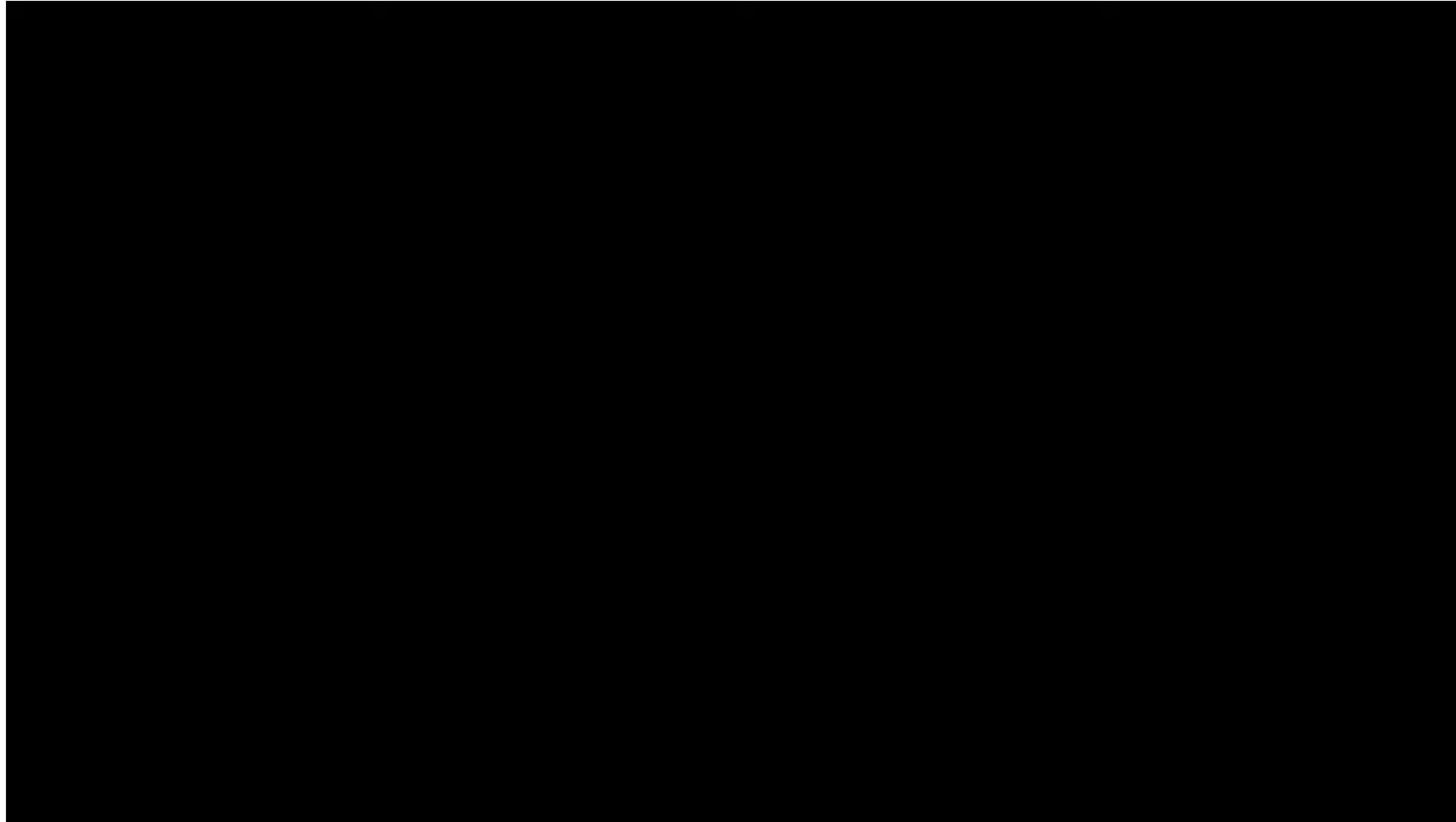
## Onset-Rime Level



## Phoneme Level



## Video 8: Phonological Awareness Throughout the Day



# Questions?

# Breakout Rooms: Discussion Set-up

# Who is here?

- Name
- Role/Organization
- State



# Administrator Reflection Guide

## Administrator Reflection Guide for Implementing *Professional Learning Community: Emergent Literacy*

This Reflection Guide is designed for administrators interested in providing preschool teachers professional learning opportunities using [Professional Learning Community: Emergent Literacy](#), a set of free materials focused on the four building blocks of emergent literacy: Print Knowledge, Phonological Awareness, Vocabulary, and Oral Language. This Reflection Guide will be used as a springboard for discussion focused on preparing to implement *Professional Learning Community: Emergent Literacy* in your context. Specifically, we will focus on:

1. What is the current state of phonological awareness instruction in my context?
2. Who would be interested in participating in this PLC?
3. Who could facilitate this PLC?
4. What structure could support this PLC?

1. What is the current state of phonological awareness instruction in my context?		
Question	Reflection	Potential Next Steps
a. What percentage of preschoolers meet expectations in emergent literacy skills?		
b. Does our preschool program have learning goals that include phonological awareness?		
c. What are staff doing to support phonological awareness learning goals?		
d. What materials are incorporated into classrooms to support phonological awareness?		
e. What phonological awareness explicit instruction have you observed in preschool classrooms?		
f. How do the children practice their phonological awareness skills independently through play and/or during centers?		

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For today’s discussion, we will use select content and process questions from the Administrator’s Reflection Guide to capture your current thinking about key topics.



**What especially caught your attention about phonological awareness from today's presentation?**

Please type in the chat or unmute yourself to answer this question.

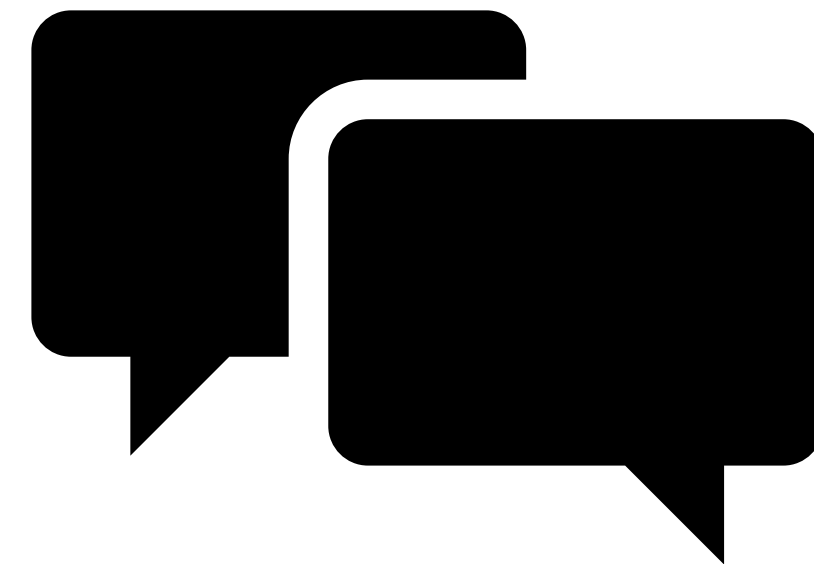
# Discussion Questions: Phonological Awareness

- Does our preschool program have learning goals that include phonological awareness?
- What are staff doing to support phonological awareness?
- What materials are incorporated into classrooms to support phonological awareness?

# Discussion Questions:

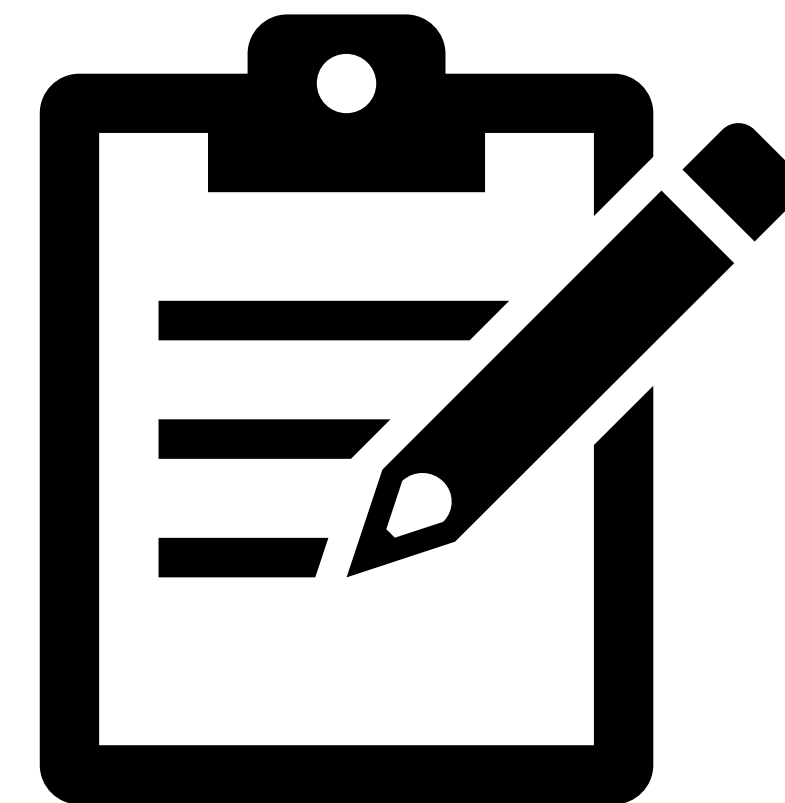
## *Professional Learning Community: Emergent Literacy at My Site*

- Who might be interested in participating in *PLC: Emergent Literacy*?
- How might I generate interest in participating in *PLC: Emergent Literacy*?
- Who could facilitate this *PLC*?



# Highlights From Our Discussion (Notetaker)

- What caught our group's attention about Phonological Awareness from today's presentation?
- What did our group share about phonological awareness at their sites?
- What did our group share about:
  - Who may be interested?
  - How to generate interest?
  - Who could facilitate?



# Highlights from breakout room discussion.

# Where will we go in future trainings?

An Administrator's  
Overview of *Professional  
Learning Community:  
Emergent Literacy*  
(Module 4, Oral Language)

**Webinar 4**


An Administrator's  
Overview of *Professional  
Learning Community:  
Emergent Literacy*  
(Module 3, Vocabulary)

**Webinar 3**

# Optional Self-Study

Our intention is that after this webinar, you'll have the motivation and the tools to create a team at your site to discuss the potential of implementing the *PLC*.

## At your site:

- Share information
- Generate interest 
- Form a planning team
- Use Reflection Guide to discuss potential implementation

### Administrator Reflection Guide for Implementing *Professional Learning Community: Emergent Literacy*

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f. How do the children practice their phonological awareness skills independently through play and/or during centers?		

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Bring your experiences, ideas, challenges, and solutions to our next webinar.

# Next Steps

- Visit the PLC website for the PLC materials. Today's materials will also be posted here soon (under Administrator's Materials).  
<https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc/index.asp>
- Share this information at your site (optional Self-Study described on slide 41).
- Register for Administrator's Webinar 3 (of 4). Date TBD (August 2021).

# Before You Go!

Complete the Stakeholder Feedback Survey:

[https://fsu.qualtrics.com/jfe/form/SV\\_eDkE8KBuuhGoEOa](https://fsu.qualtrics.com/jfe/form/SV_eDkE8KBuuhGoEOa)

# Thank You!

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