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

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Professor

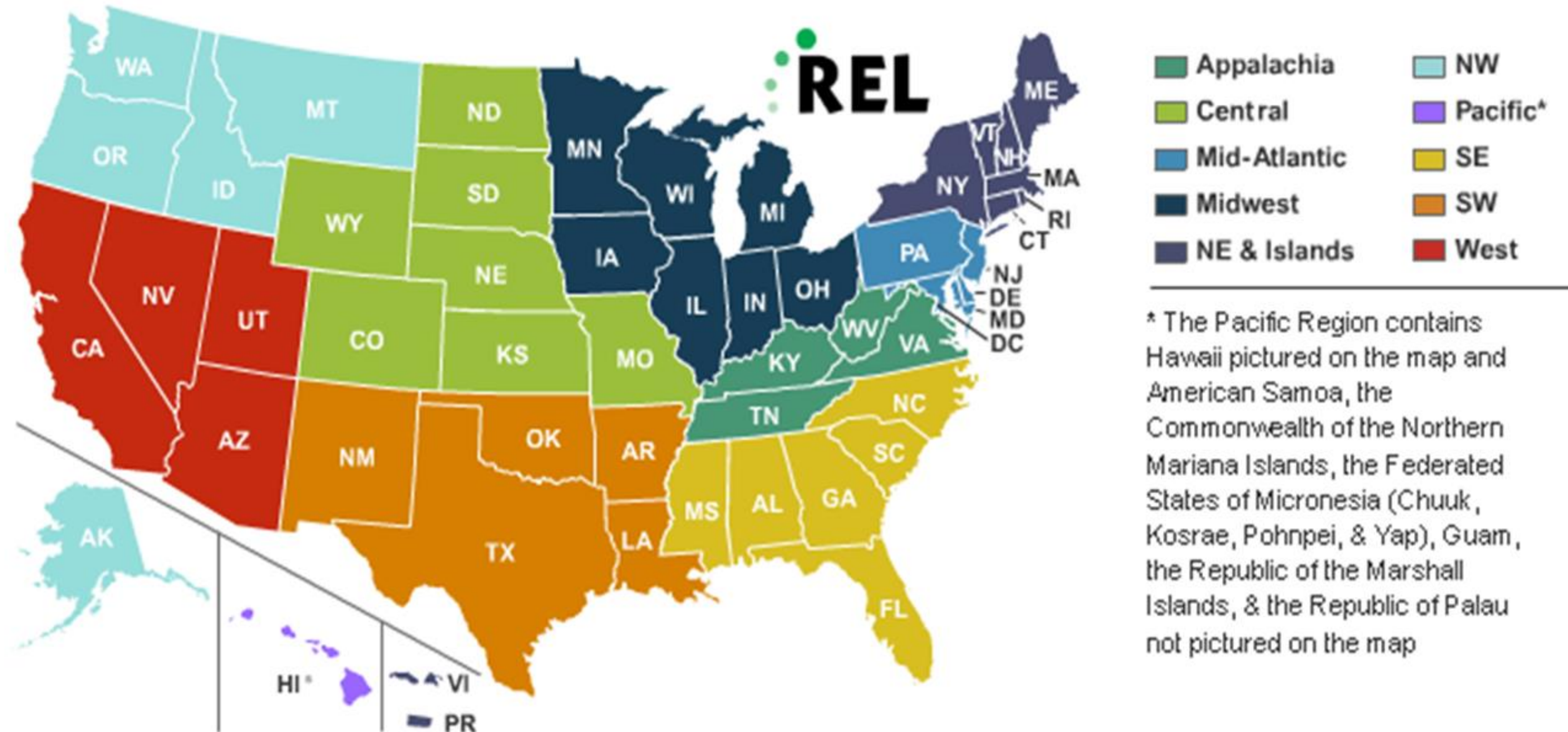Marcia Kosanovich, Ph.D.
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Regional Educational Laboratory (REL) Southeast
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Regional Educational Laboratories (RELs)

The Regional Educational Laboratories

Legend:
- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map

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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

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

Webinar 2

April 14, 2021

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Where will we go today?

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

Webinar 3

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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 3, Vocabulary 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 implementation of the *PLC*.

Why a Professional Learning Community Focused on Emergent Literacy?

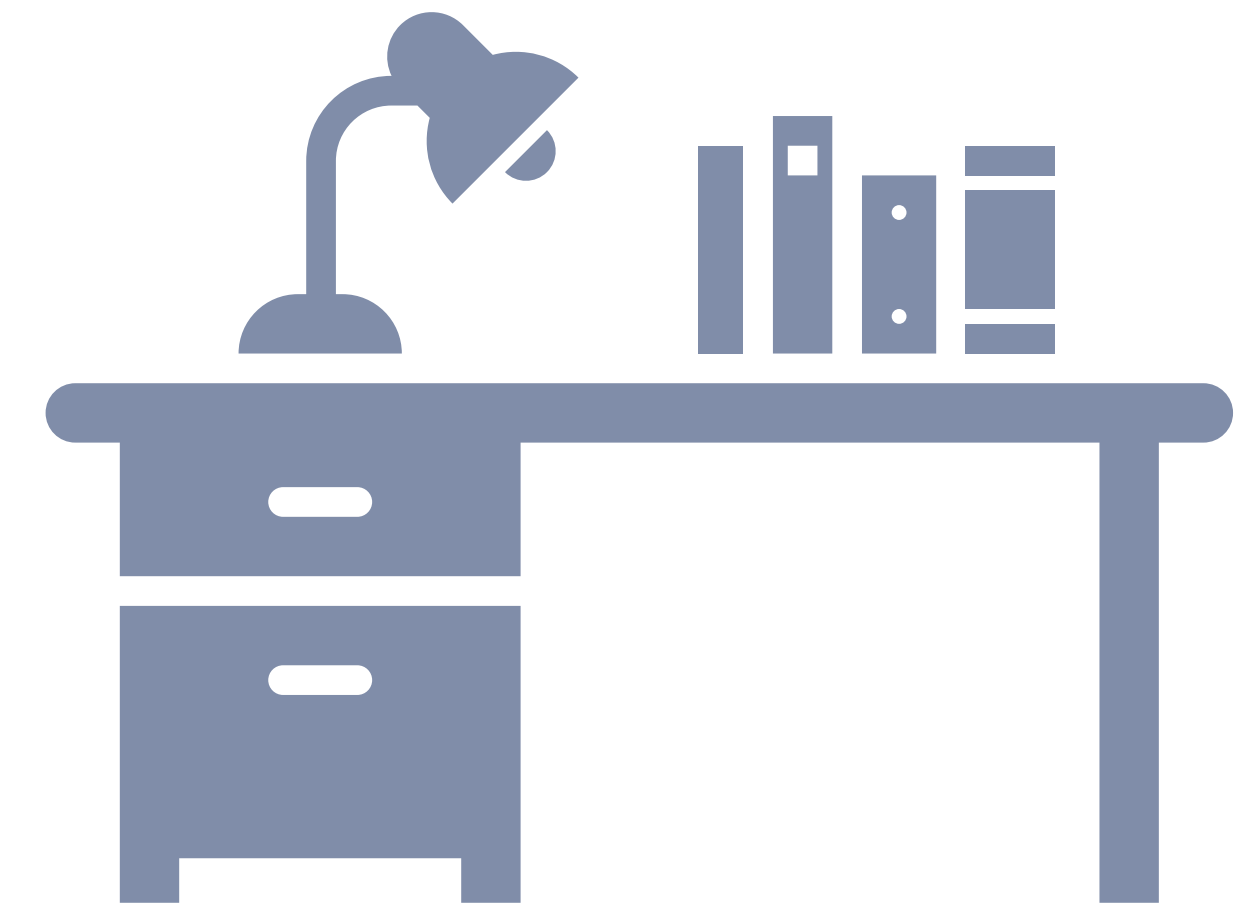# Grounded in Three Areas of Research and Evidence

Four areas of emergent literacy
- Print Knowledge (Module 1)
- Phonological Awareness (Module 2)
- Vocabulary (Module 3)
- Oral Language (Module 4)

PLC structure to embed professional learning in prekindergarten sites

Evidence-based teaching practices

Four Foundational Emergent Literacy Components

Print Knowledge

Phonological Awareness

Vocabulary

**Oral Language**

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What are your key take-aways?

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.

Features of Effective Instruction
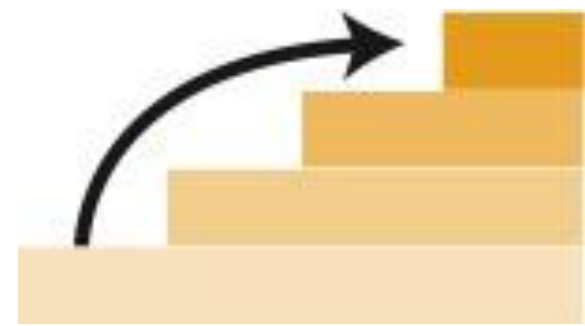
Systematic: Carefully thought out, moves from simple to complex, builds on previously taught skills, provide manageable steps
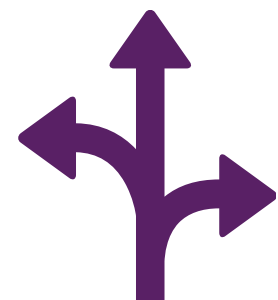
Scope and Sequence: Overview of instruction that shows the full range of content (scope) to be taught and the order (sequence)

I DO   WE DO   YOU DO

Explicit: Makes skill or concept obvious to the child

Scaffolded: Provide feedback to help children demonstrate a skill or concept when they could not otherwise have done so on their own

Differentiated: Matching your instruction to each child's different needs and abilities

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PLC: Emergent Literacy Evidence-based Instructional Practices

M1: Print Knowledge	M2: Phonological Awareness	M3: Vocabulary	M4: Oral Language
Small-Group Explicit Instruction Print Referencing During Read-Alouds	Using the PA Continuum to Inform Instruction Small-Group Explicit Instruction Embedding PA Throughout the Day	Building and Using a Network of Words Determining Which Words to Teach Dialogic Reading Play-Based Interactions with Teacher Guidance Explicit Instruction for Specific Words	Play-Based Interactions with Teacher Scaffolding Recasts and Expansions Embedding Brief Language Interactions Encouraging Decontextualized Language Multi-turn Conversations Peer-to-Peer Language Interactions Interactive Reading

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Professional Learning Community
EMERGENT LITERACY

Professional Learning Community Materials	Administrator Materials

Introduction

Module 1:
Print Knowledge
(Sessions 1–3)

Module 2:
Phonological Awareness
(Sessions 4–6)

Module 3:
Vocabulary
(Sessions 7–9)

Module 4:
Oral Language
(Sessions 10–12)

Introduction

With support from a trained facilitator, the *Professional Learning Community: Emergent Literacy* engages preschool teachers in regular, collaborative learning experiences to support their use of evidence-based language and literacy strategies when working with young children. The PLC materials are designed to guide preschool teachers as they collaborate through discussions, engage in hands-on activities, and reflect on their own implementation of strategies learned during the PLC with the support of peers and a trained facilitator. Through this collaborative learning experience, preschool teachers expand their knowledge base as they read, discuss, share, and apply evidence-based ideas and strategies.

The PLC suite of materials includes four modules: **Print Knowledge**, **Phonological Awareness**, **Vocabulary**, and **Oral Language**. Each module comprises four resources: a Participant Guide, Facilitator Guide, PowerPoint presentation, and Videos.

Each module includes 3 sessions, for a total of 12 sessions. The timeline for completing the modules is flexible; they can serve as a year's worth or more of professional learning. Each session follows a five-step process for collaborative learning.

Although the modules were designed to be used as a complete set of materials and implemented in sequential order, they can stand alone. A group could decide to complete one, two, or three of the modules in any order. Because later modules reference earlier ones, participants' knowledge and understanding are enhanced when the modules are implemented as recommended.
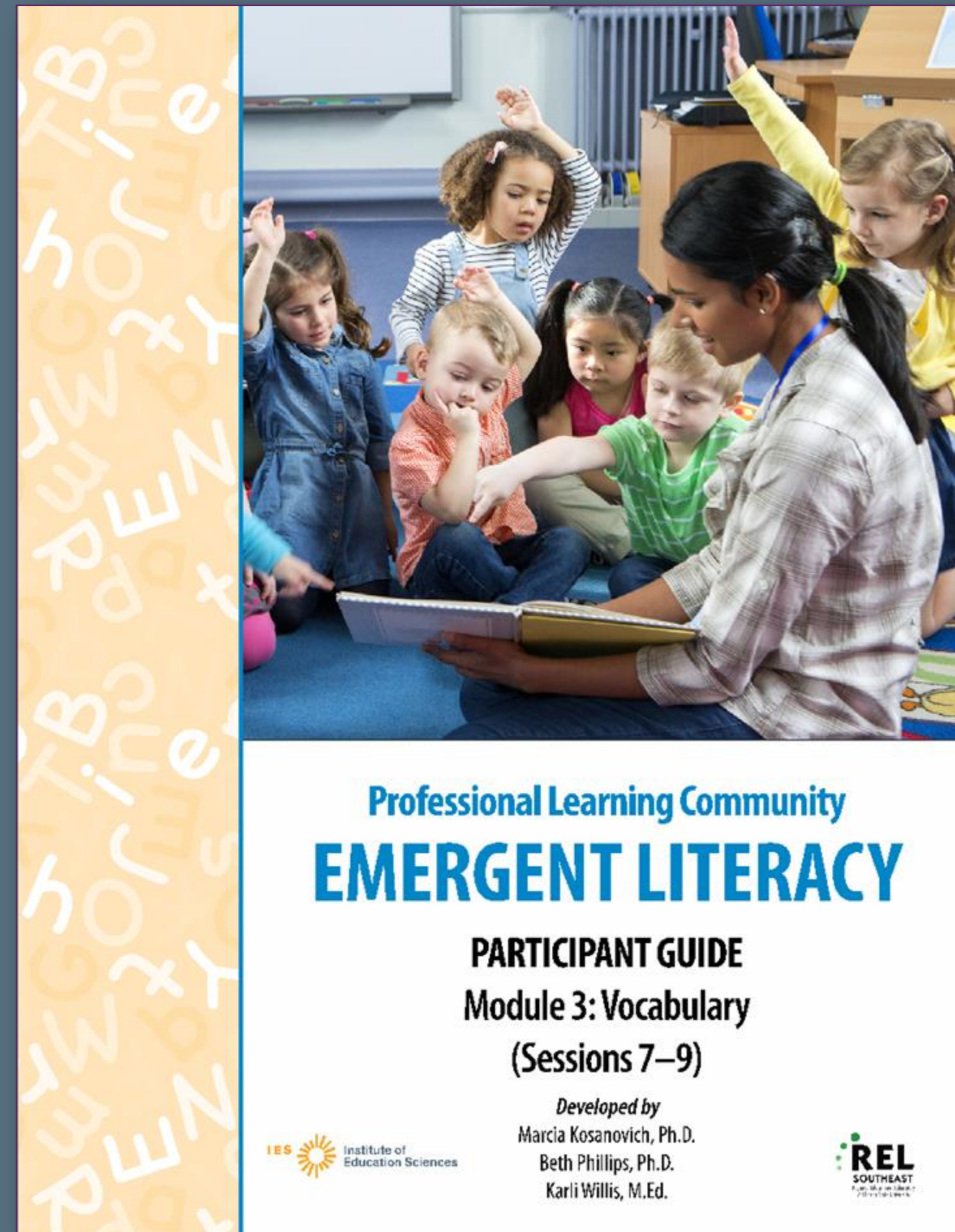
Because the PLC sessions involve group opportunities, sessions should include at least 3 teachers and a facilitator. The ideal facilitator will be an educator with an understanding of emergent literacy, good communication skills, and the ability to relate well to adult learners. We recommend groups of 6–12 teachers for the PLC; however, a larger group can be accommodated as long as all participants are actively involved throughout the sessions.

PLC: Emergent Literacy **Roll-out**

- To support implementation of the *PLC: Emergent Literacy* materials, each state selected **up to 10** early childhood professionals in their states to participate in a **Train-the-Trainer virtual event on July 19, 21, and 23, 2021**. This group received specialized facilitator training to use these materials and support implementation in each state.

- Four **webinars for administrators** provide an overview of the materials and support in operationalizing the *PLC: Emergent Literacy.*
  - December 16, 2020
  - April 14, 2021
  - August 30, 2021
  - November, 2021 (date TBD)

Overview of *Professional Learning Community: Emergent Literacy*
Module 3: Vocabulary

Professional Learning Community
EMERGENT LITERACY
PARTICIPANT GUIDE
Module 3: Vocabulary
(Sessions 7–9)

Developed by
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What Is Vocabulary?

- Knowledge of words and word meanings including pronunciation.

- Words that make up speech (what we say) and text (what we read).

- Essential for listening, speaking, reading, and writing.


Listening

Speaking

Reading

Writing

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Why Is Vocabulary Important?

- Communication: vocabulary is part of oral language.

- Reading Comprehension
  - The Simple View of Reading $D \times LC = RC$
    - ✓ Vocabulary supports language comprehension.
    - ✓ Vocabulary supports decoding.
    - ✓ Vocabulary is directly related to reading comprehension.

- Vocabulary knowledge leads to more vocabulary knowledge.

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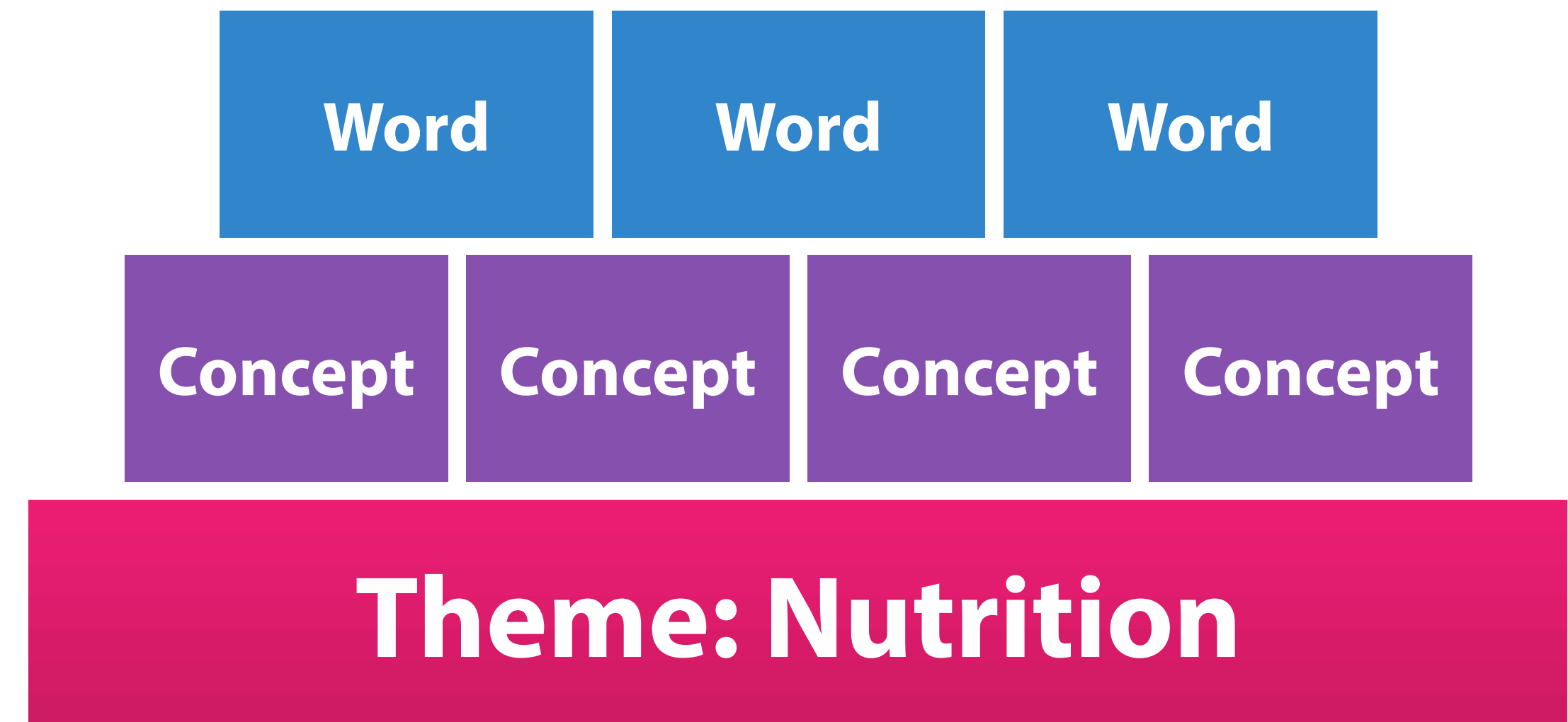
How Do We Think About Word Meanings?

- Lexical knowledge (knowledge of words) is organized in networks of meaning.

- A network of words helps us learn new words that connect to words that we already know.

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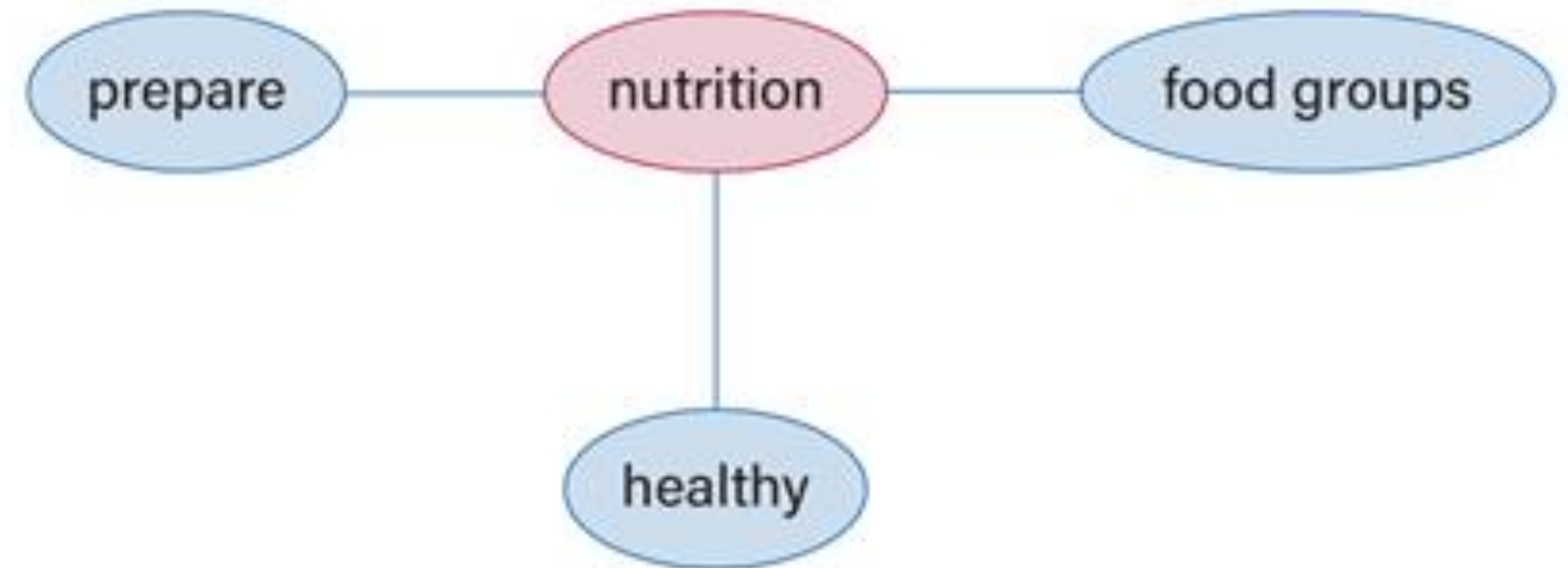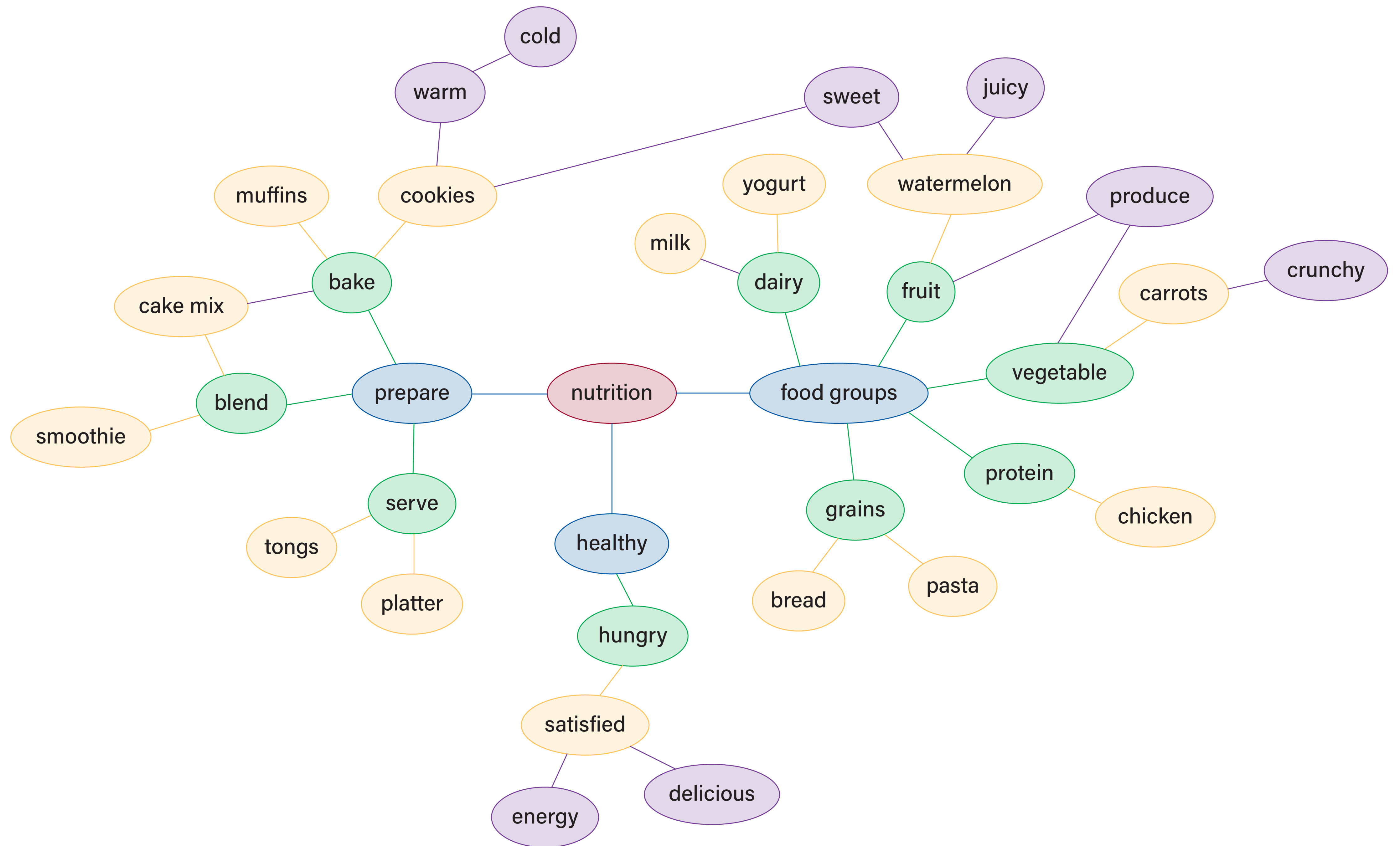
A Closer Look at Building a Network of Words

1. Theme
2. Concepts
3. Network of Words
4. Activities and Books

Word	Word	Word
Concept	Concept	Concept	Concept

Theme: Nutrition

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What is Dialogic Reading?

An evidence-based strategy to enhance vocabulary and oral language skills through repeated, interactive book readings with **small groups of children**.

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Sequential Layering of Question Prompts for Dialogic Reading

Session 5 – Discuss Narrative, Conceptual, and Personal Connections

What happens next?
How would that make you feel?
What happens at the end?
Tell us about a time when _____.

**Session 4 – Ask Open-Ended Questions and Expand Child Response**

What do you see on this page? What is going on here? What else do you see? Tell me more.

Example 1: If the child says, 'There are the three bears,' the teacher can expand with, 'Yes, there are the three bears sitting on chairs.'

Example 2: If the child says, 'Car,' the teacher can expand with, 'The fast red car.'

Sessions 2 and 3 – Teach New Words

What is this?   What do we use it for?
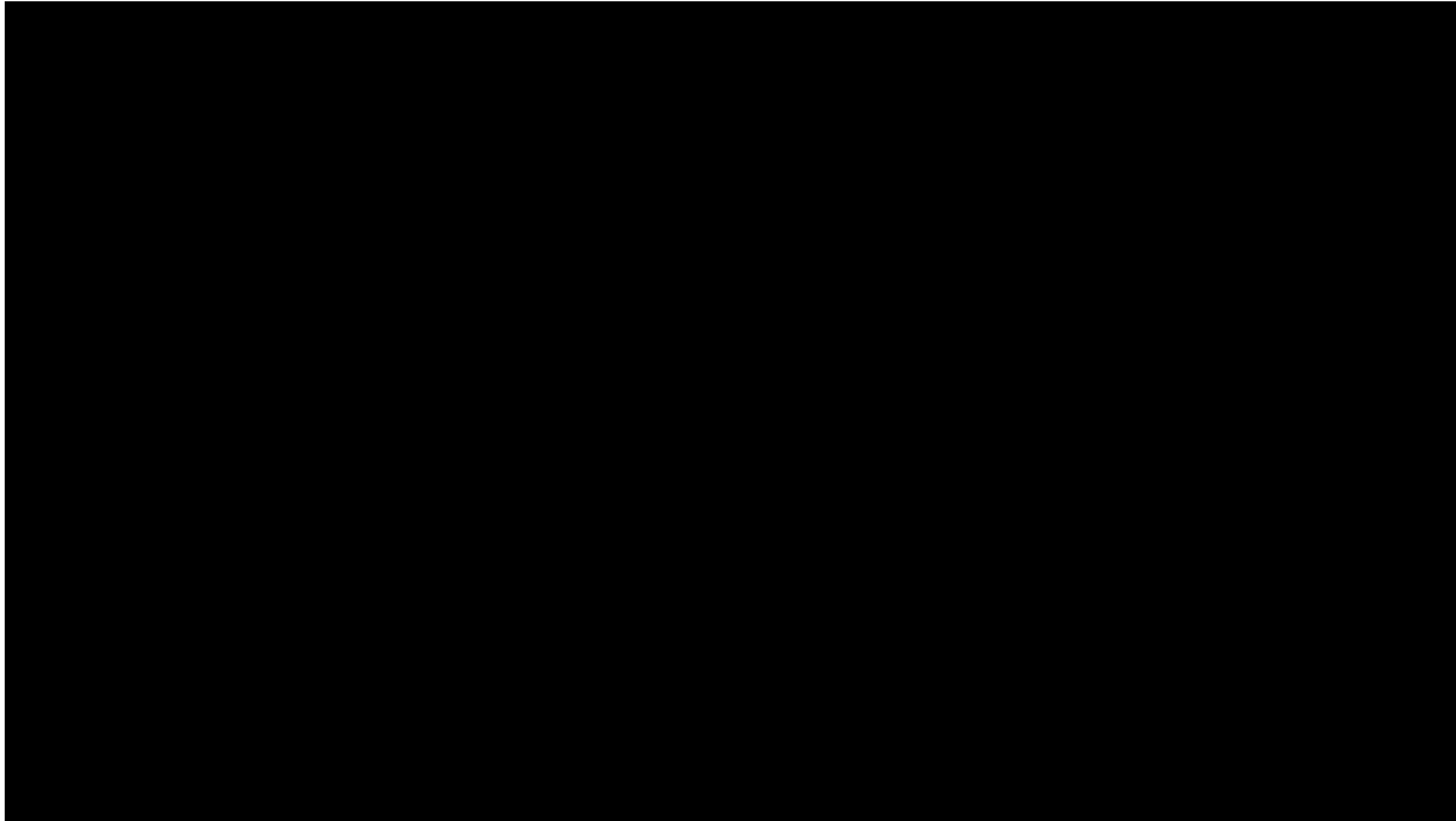What color is it?   What is he/she doing?
What shape is it?
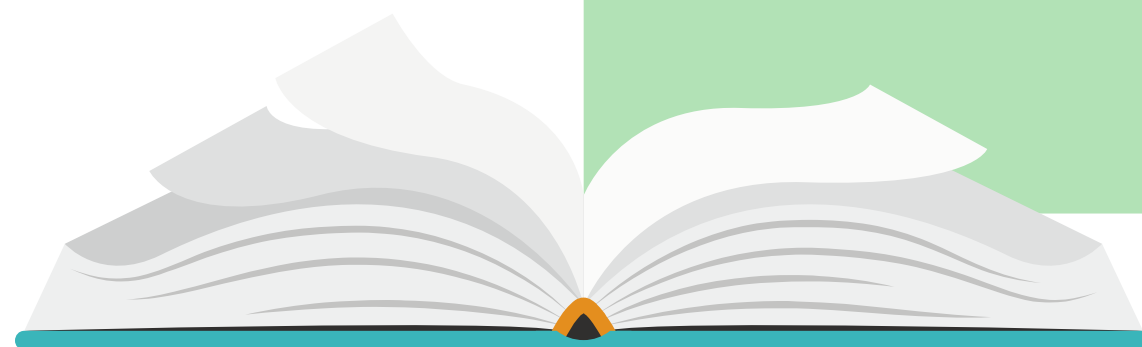
Session 1 – Read the Book

23

Video 3 – Dialogic Reading With Expository Text

Play-Based Interactions With Teacher Guidance

- Primarily child-directed but includes teacher-initiated learning.

- Helps children make sense of the world by increasing their engagement and directing their attention and exploration.

- Shapes and guides children's vocabulary through models, questions, and comments during child-directed play.

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Planning Play-Based Interactions With Teacher Guidance

Center	Activity	Target Words
Art	**Fruit Painting** Children dip fruit in paint and press onto paper.	blend, delicious
Blocks	**Build a Dairy Farm** Children use blocks to build a place for cows on a dairy farm.	dairy
Kitchen	**Grocery Shop and Make a Smoothie** Children grocery shop for food to make a smoothie.	dairy, blend, delicious

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Conversational Strategies to Scaffold Children's Language

- Ask questions that invite extended responses.

- Provide meaningful feedback.

- Introduce new vocabulary words.

- Use wait time effectively by silently counting to 10 before responding.

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Questions and Comments

Breakout Rooms: Discussion Set-up

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Who is here?

Please type in the chat:

- Name

- Role

- State

Discussion Topics

- Vocabulary instruction in your context.

- Small-group instruction in preschool classrooms

- Opportunities to discuss implementation of *Professional Learning Community: Emergent Literacy* at your site.

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Discussion Questions: Vocabulary Instruction in Your Context

- Does your preschool program have learning goals that include vocabulary development?

- What are your current strengths in supporting vocabulary development?

- What else can you do to support vocabulary development?

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Small-Group Instruction in Preschool Classrooms

Part of a child's day should be spent in small-group instruction. Consider the preschool classrooms you've observed or taught.

- What are challenges of small-group instruction?

- What do teachers need to consistently implement small-group instruction?

  - What role can administrators play to support this?

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Advantages of Small-Group Instruction in Preschool Classrooms

- Instruction is differentiated so each child's instructional needs are met.

- Small-groups can be flexible in terms of content, frequency, membership, and duration.

- Children are provided more opportunities to practice with scaffolded instruction.

- It is only a small part of the daily schedule—each group meets 10-15 minutes.

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Optional Self-Study From Webinar 2

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

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

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Discussion Questions: Debrief from Webinar 2

If you shared information about the *PLC: Emergent Literacy* at your site:

- How did you share information?

- Were there any challenges? How did/might you overcome those challenges?

- Were there any successes?
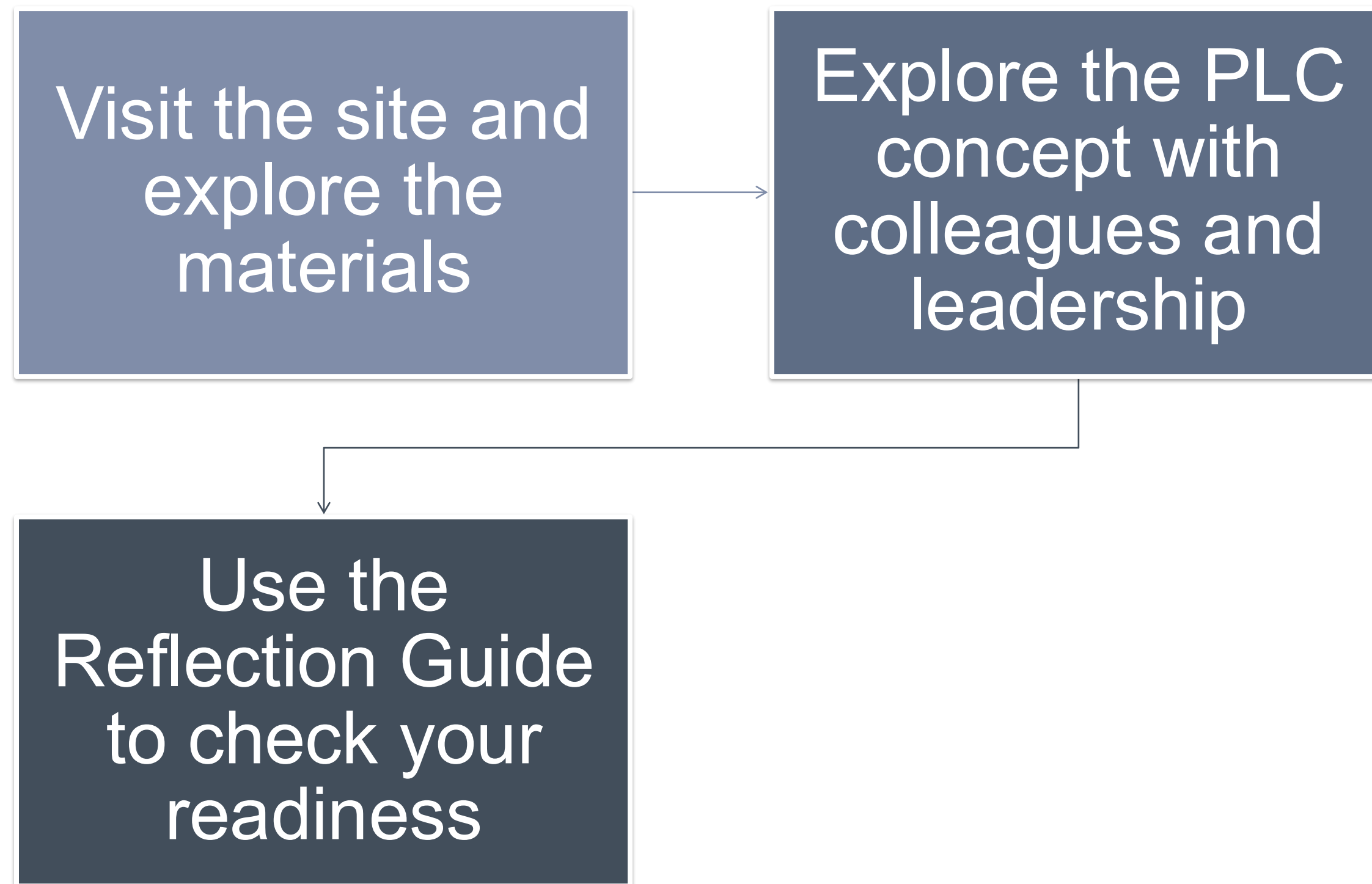
Highlights From Our Discussion (Notetaker)

Share highlights from one of the discussion topics:

- Vocabulary instruction in your context.

- Small-group instruction in preschool classrooms.

- Opportunities to discuss implementation of *Professional Learning Community: Emergent Literacy* at your site.

Highlights from breakout room discussion.

Explore options for local implementation using tools from the *PLC: Emergent Literacy* website

Visit the site and explore the materials

Explore the PLC concept with colleagues and leadership

Use the Reflection Guide to check your readiness

Under the Administrator Materials tab on the website. Use the Reflection Guide to explore these questions:

1. What is the current state of emergent literacy instruction in my program?

2. Who would be interested in participating in this PLC?

3. Who could facilitate this PLC?

4. What structure could support this PLC?

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Where will we go next?

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

Webinar 4

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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.

- Register for Administrator's Webinar 4. Date TBD (November 2021).

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Before You Go!

Complete the Stakeholder Feedback Survey.

https://fsu.qualtrics.com/jfe/form/SV_9nmlHSH9Q7xahee

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Thank You!

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