

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

Beth Phillips, Ph.D.
Professor

Marcia Kosanovich, Ph.D.
Senior Research Associate

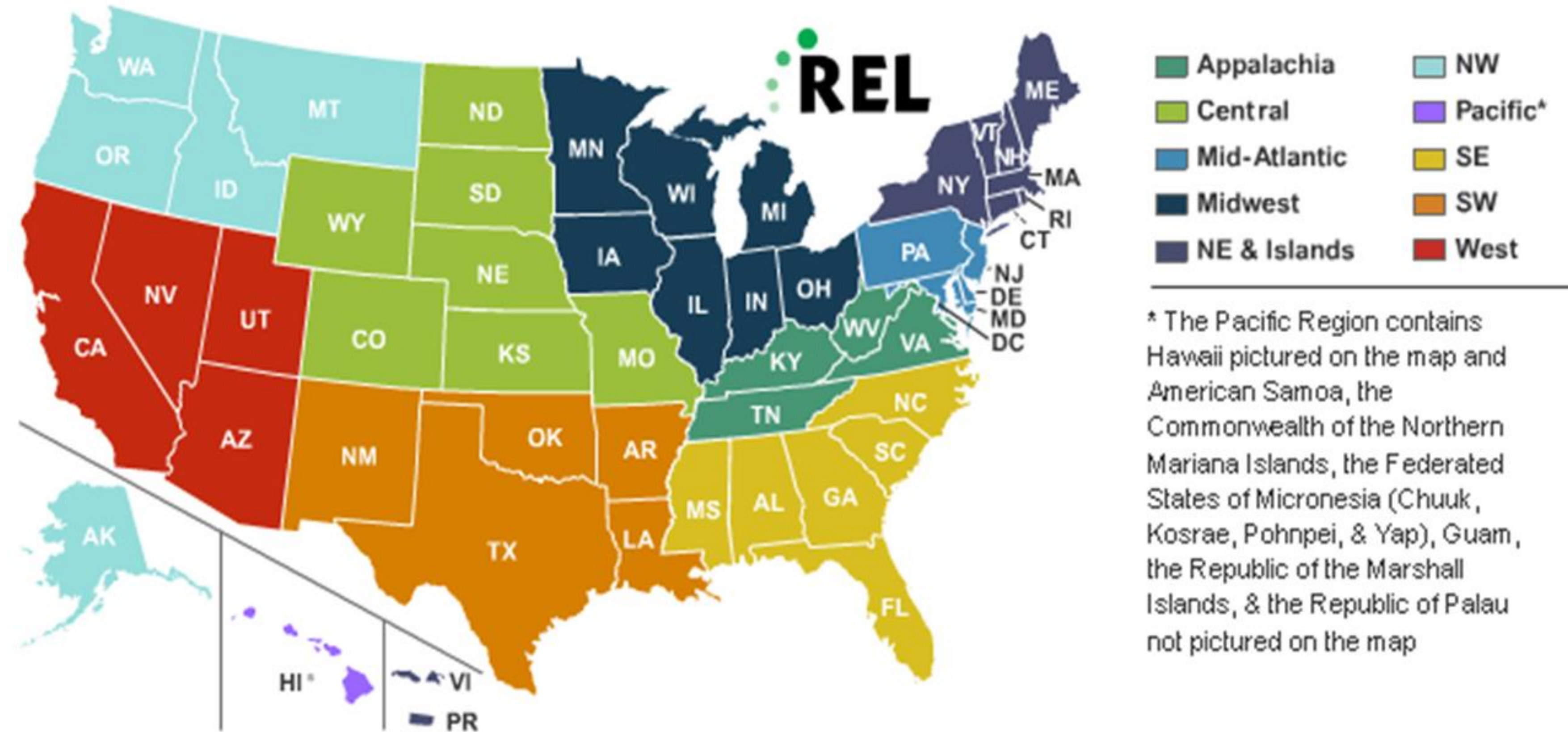
Karli Willis, M.Ed.
Research Associate

Sarah Hughes, B.A.
Senior Research Associate

Regional Educational Laboratory (REL) Southeast
November 1, 2021

Regional Educational Laboratories (RELs)

The Regional Educational Laboratories



Acknowledgement and Disclaimer

Information and materials for this presentation are supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-12-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices and assessments discussed or shown in this presentation are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

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

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

Webinar 3

August 30, 2021

Where will we go today?

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

Webinar 4

Nov 1, 2021

Meeting Overview

- Conduct a quick overview of the *Professional Learning Community (PLC): Emergent Literacy* materials.
- Take a close look at Module 4, Oral Language from the *PLC: Emergent Literacy* 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 and implement the *PLC*.

Grounded in Three Areas of Research and Evidence

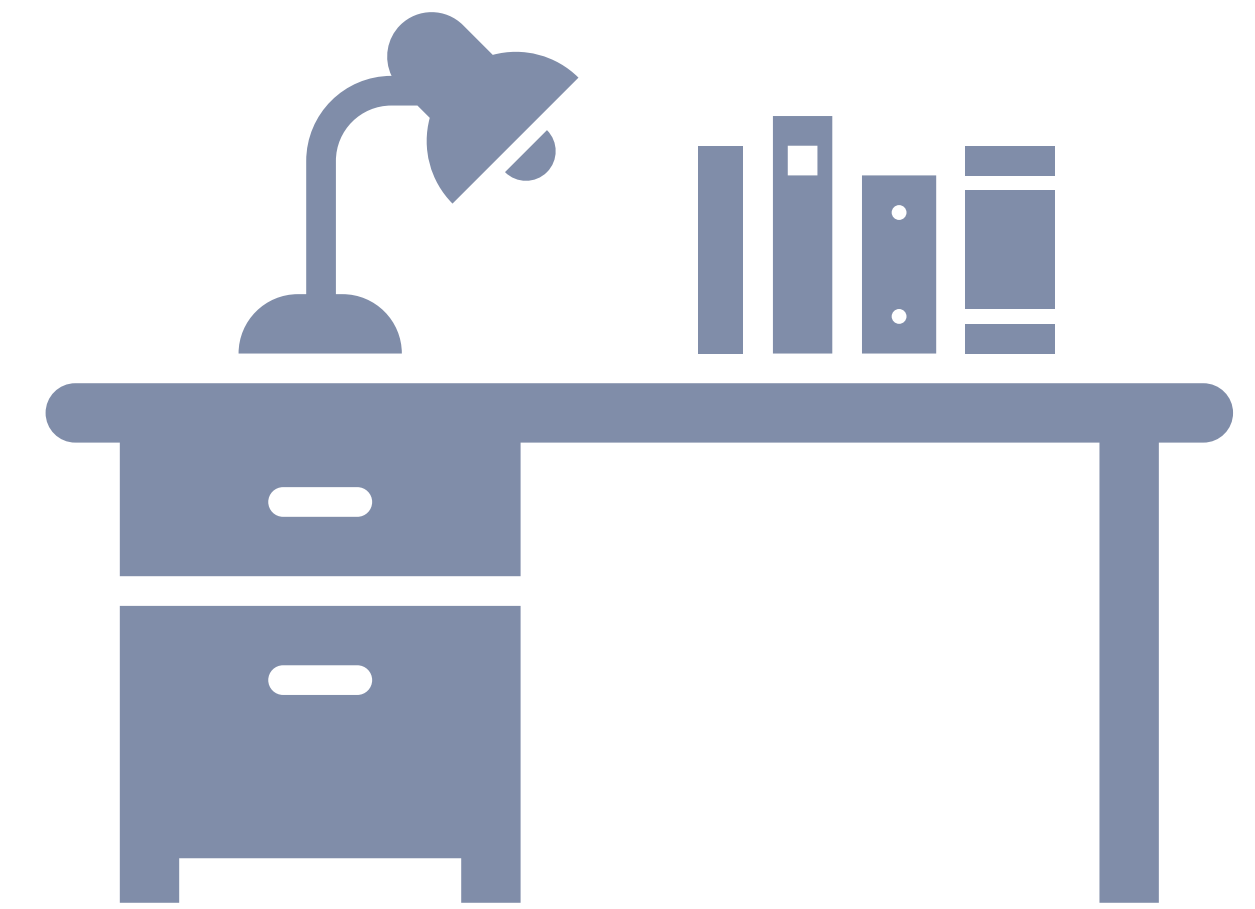


Four areas of emergent literacy

- 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

Advantages of the REL Southeast *PLC: 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.



PLC: Emergent Literacy Evidence-based Instructional Practices



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

PLC: Emergent Literacy Roll-out

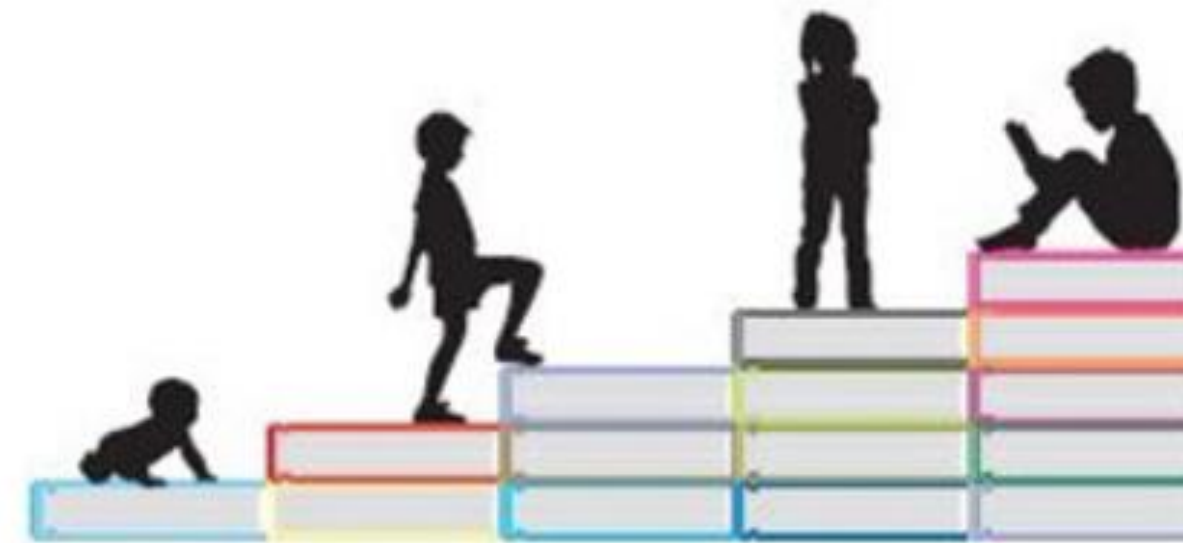
- To support implementation of the *PLC: Emergent Literacy* materials, each state selected **up to 10** early childhood professionals in their state to participate in a **Train-the-Trainer virtual event on July 19, 21, and 23, 2021**. This group received specialized facilitator training to use these 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 1, 2021



Professional Learning Community: Emergent Literacy

The goal of emergent literacy instruction is to teach the building blocks that will, in later grades, provide children the foundation needed to become proficient readers, writers, and communicators. Emergent literacy building blocks, or skills, include **print knowledge**, **phonological awareness**, **vocabulary**, and **oral language**. Preschoolers who learn these skills are less likely to develop future reading problems and more likely to read with ease, understand what they read, and succeed in school.

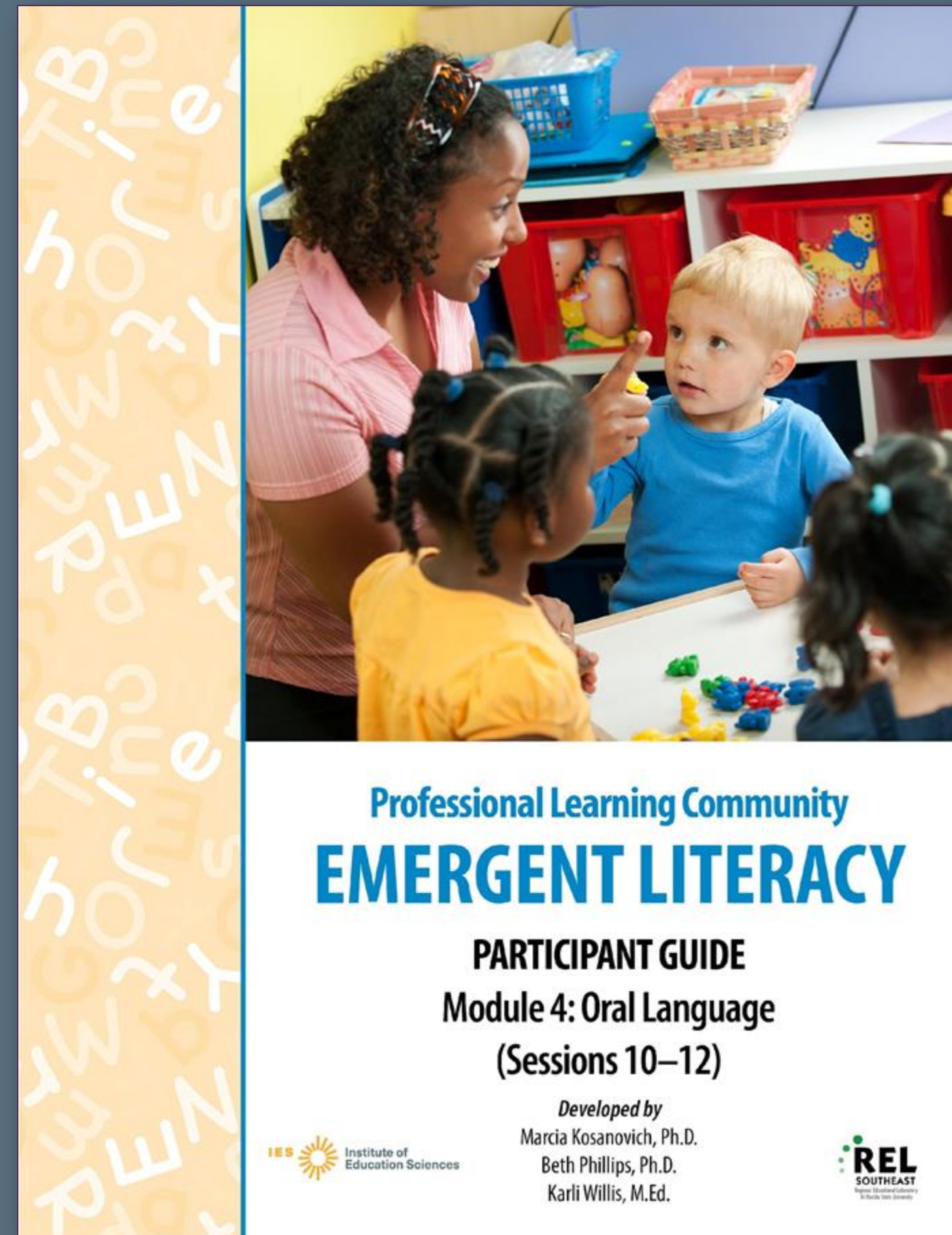
This website provides multiple resources for educators and leaders to engage in a professional learning model focused on the four emergent literacy building blocks that are evidence-based, collaborative, and practice-relevant. Learn more by exploring the resources below.



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

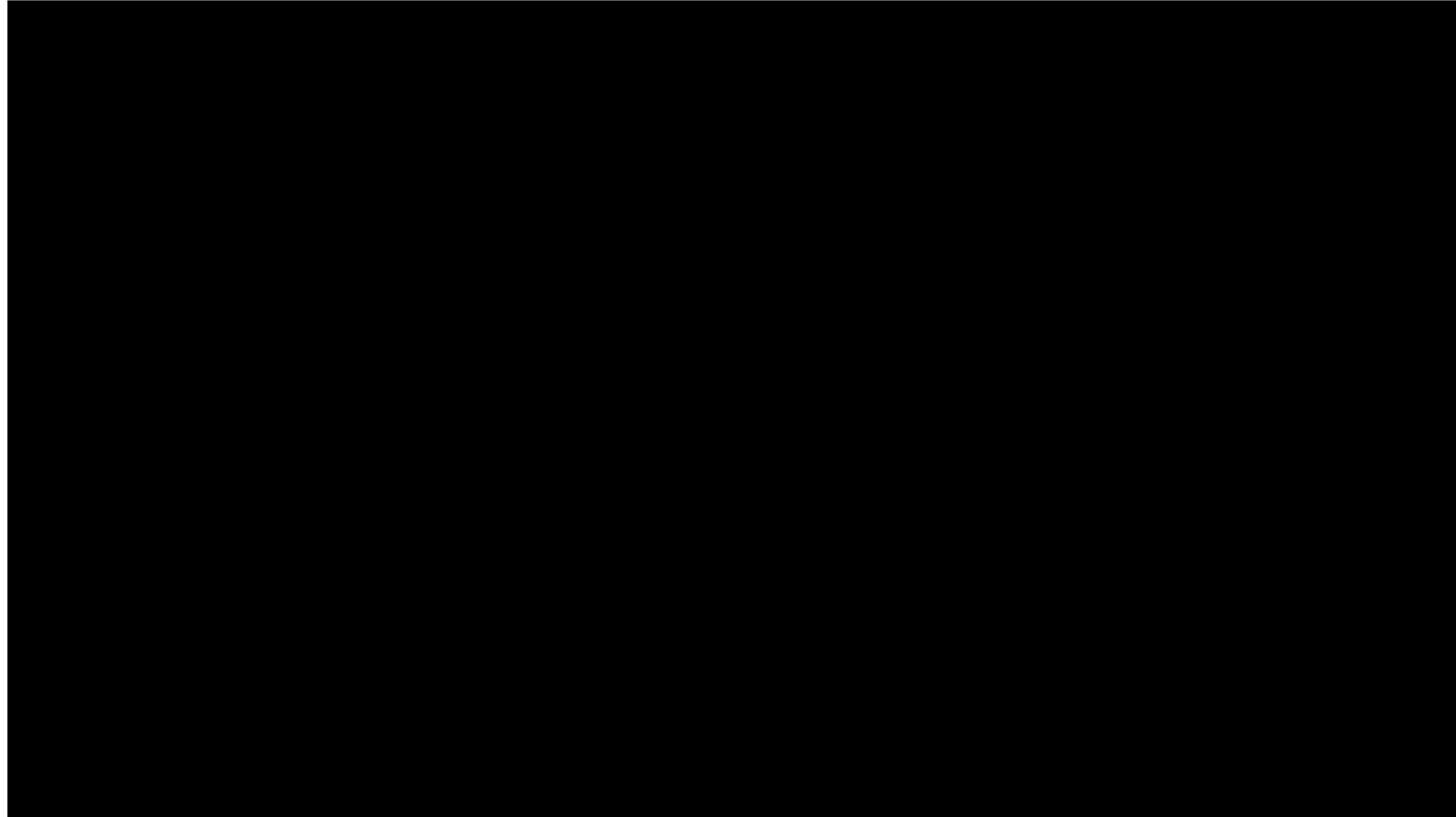
Overview of *Professional Learning Community: Emergent Literacy*

Module 4: Oral Language



Video 3: Engaging in Multiturn Conversations

What do you notice about how the educators support oral language?



Oral Language

- Is the system of words and word combinations used to communicate with others through speaking and listening.
- Develops from birth!
- Is used to express and comprehend knowledge, ideas, and feelings.



Language Interactions

- Conversations about children's experiences.
- Discussions teachers facilitate about books read aloud.



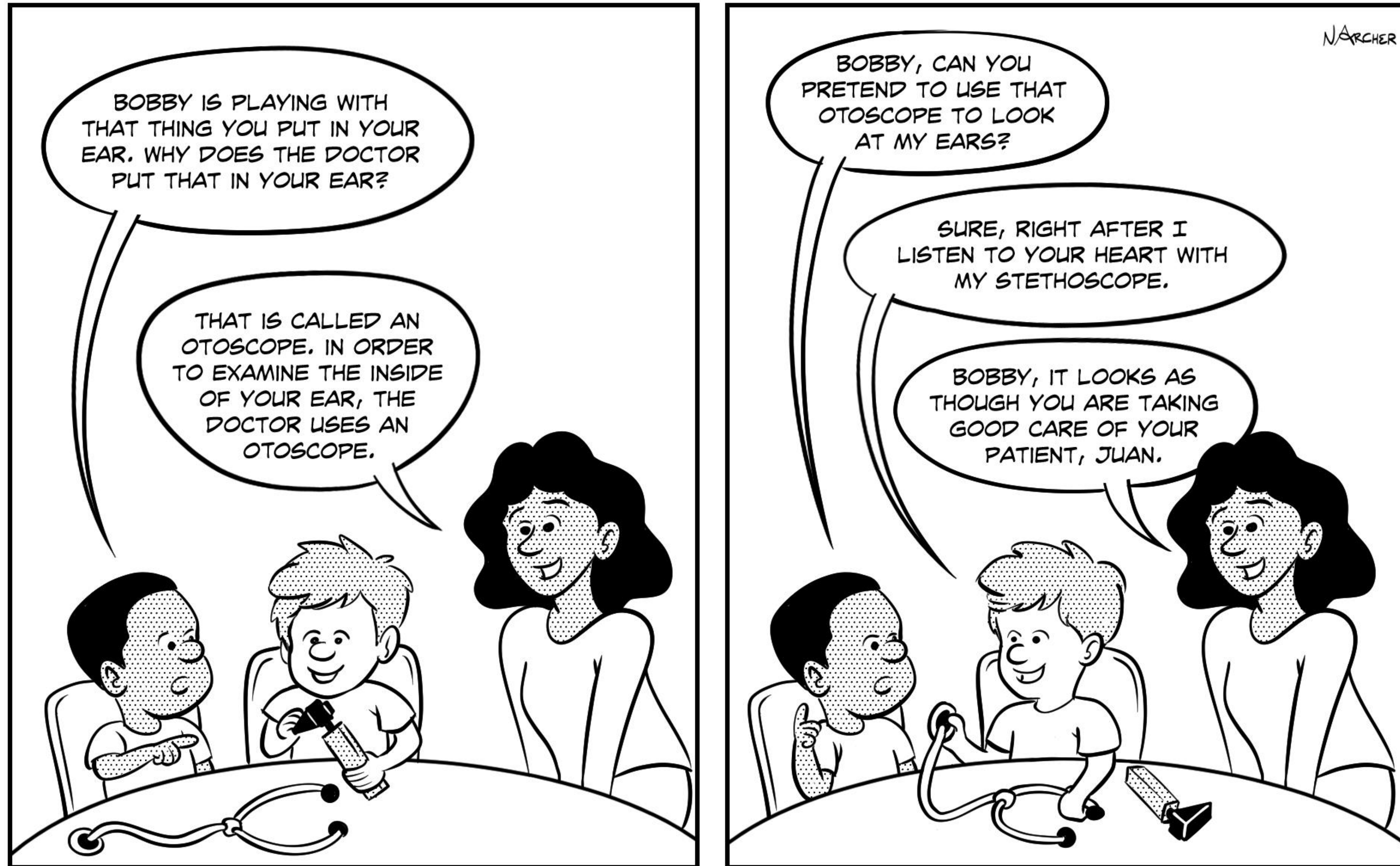
Strategic Scaffolding During Conversations

Table 9: Examples of Language Scaffolds

Scaffold	Example	Teacher's Intention
Restate the child's utterance.	<p>Child (while in the kitchen center): "Her cook." Teacher: "Yes. She is cooking."</p>	The teacher does not tell the child that he made a mistake or repeat the error. The teacher repeats the child's utterance, modeling correct syntax.
Expand ideas by elaborating on what the child said.	<p>Child: "I'm standing on one foot." Teacher: "When you stand on one foot, you <i>balance</i>."</p>	The teacher introduces or reinforces the meaning of <i>balance</i> by using the word in an expansion.
Model using words to describe the child's actions.	<p>Child: "They are moving fast!" Teacher: "Ethan is sprinting toward the swings. He wants to have the first turn. Sophia skips behind him. She doesn't mind if Ethan goes first."</p>	The teacher is exposing the child to <i>sprint</i> and <i>skip</i> . The teacher is also using the prepositions <i>toward</i> and <i>behind</i> to help the child locate the actions.
Ask open-ended questions on topics of interest to the child to maintain conversations.	<p>Child: "Look at my picture!" Teacher: "Emma, what did you paint a picture of?" Child: "It's for my gymnastics. It has a balance beam and mats."</p>	The teacher has given the child an opportunity to talk about and explain her artwork without changing the focus of the conversation. Following the child's lead and interest in the conversation allows for multiple turns.
Ask thought-provoking questions that encourage a child to think of and verbalize other solutions.	<p>Child: "We all want to play on the see-saw!" Teacher: "You three friends have a problem. All of you want to play on the see-saw, but there are only two seats. Is there any way a third friend could also use the see-saw to help us learn something new?"</p>	The teacher is attempting to have the children solve their own problem and include all the children. The teacher is also hoping the children might try to sit the third child in various places to see what happens and thus learn something new about balance.



Figure 6: Model using Words to Express Ideas and Explain New Concepts



Pragmatics

- Is how language is used during daily conversations:
 - ✓ What you say.
 - ✓ How you say it.
 - ✓ Nonverbal communication.
- Can be modeled throughout the day.



Table 5: Example of a Child's Syntactic Development

Child Says	Demonstrated Syntactic Feature
1. "Eat cracker."	Putting two words together to communicate.
2. "Eating crackers."	Putting words together with suffixes: -ing, -s.
3. "I was eating crackers." And eventually, "I ate the crackers."	Putting words together to form a complete sentence. Use of regular and irregular past tense conjugations also develops within phrases and sentences.
4. "Can I eat crackers?"	Putting words together to form a question.
5. "I am eating crackers, and you are drinking milk."	Putting two ideas together into one complex sentence.



Figure 5: Model Using Complete Sentences With Correct Syntax



Using Play-Based Interactions with Teacher Scaffolding

- Free play and play-based interactions with teacher scaffolding should be a daily part of every preschool classroom.
- Scaffold children's language development as they direct their own play activities.
 - Ask questions.
 - Provide meaningful feedback.
 - Introduce new vocabulary words.
 - Use wait time.



Scaffolds for Play-Based Interactions



Recast

Repeating a child's utterance with varied syntax to model more correct language.

Child: "He jump."

Teacher: "Yes. He jumped."

Expansion

Repeating a child's utterances with a few additional words and, often, slightly more advanced sentence structure.

Child: "She paint."

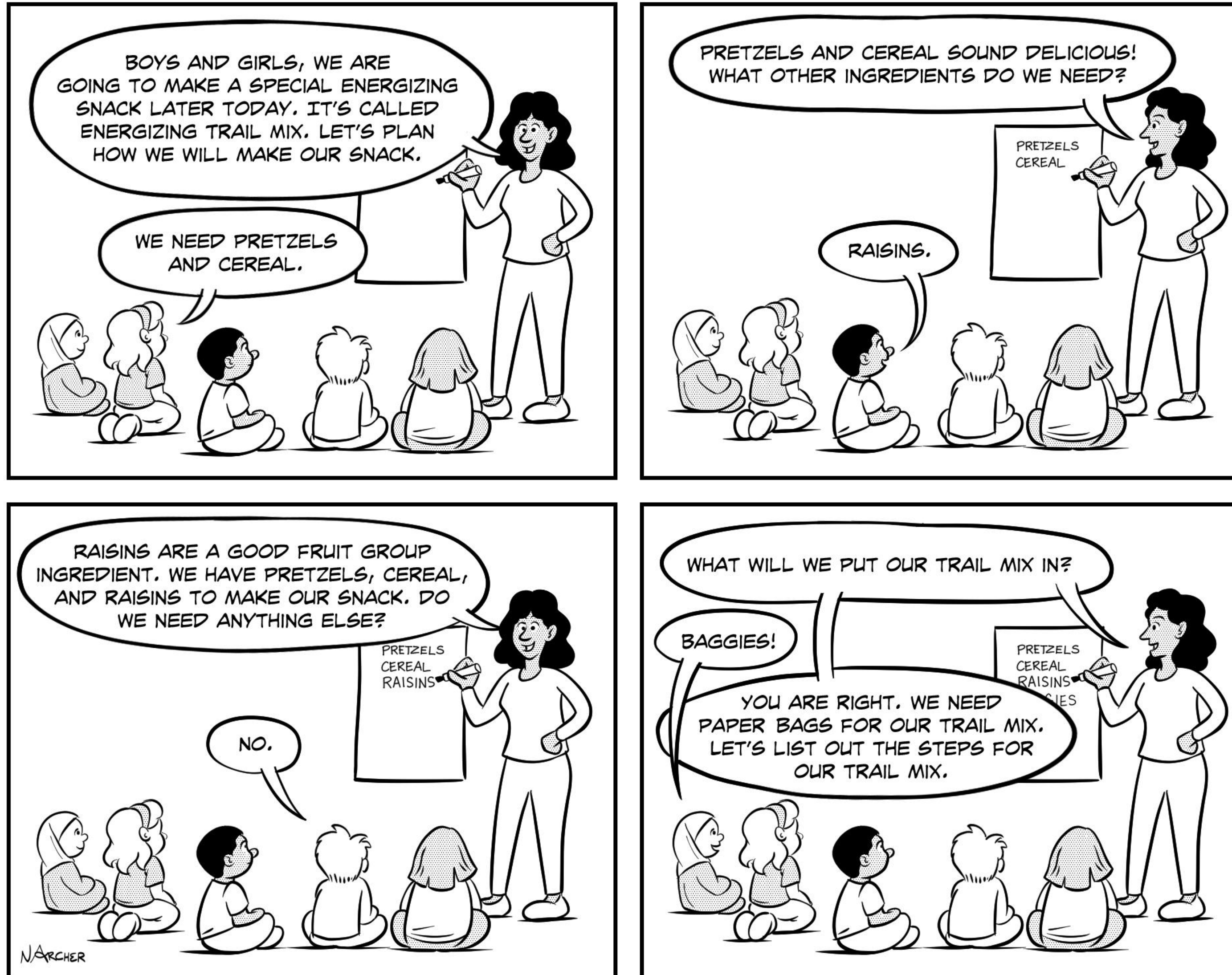
Teacher: "Yes. She is painting at the art center."

Encouraging Decontextualized Language

- Language used to describe or explain past or future events or to talk about people, places, actions, and objects that are not visible in the moment.
“This weekend I gave my brown furry dog a soapy bath. What did you do this weekend?”
- Modeling is not enough.
- Provide numerous opportunities for children to practice using precise language.

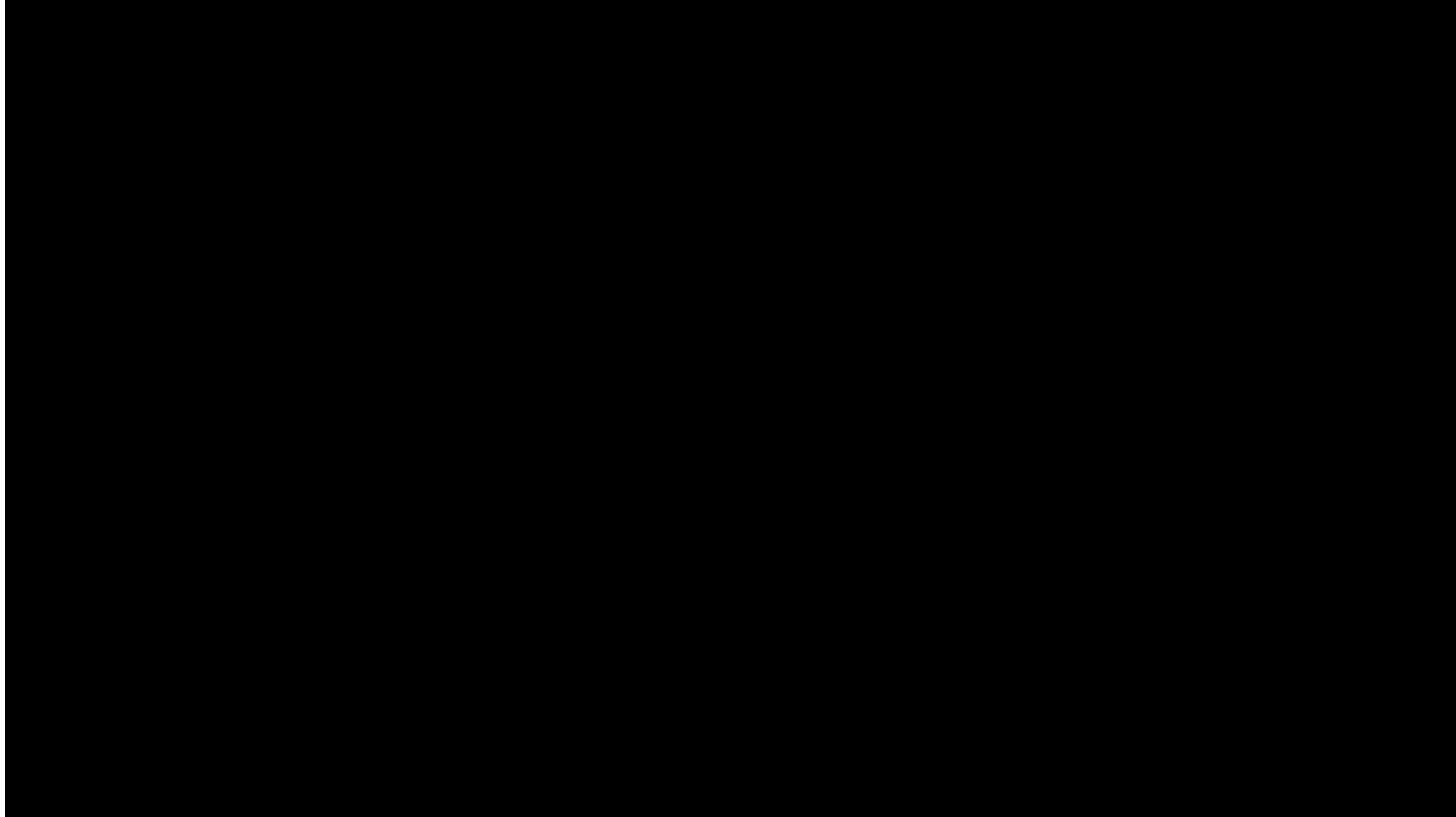


Figure 7: Model Decontextualized Language



Video 3: Engaging in Multiturn Conversations

When you watch the video again, do you notice anything different about how the educators support oral language? Do you see any of the strategies we just discussed?



Breakout Rooms: Discussion Set-up

Who is here?

Please type in the chat:

- Name
- Role
- State



Discussion Topics

- Notes and reflections based on the video.
- Opportunities to discuss implementation of *PLC: Emergent Literacy* at your site.
- Oral language instruction in your context.


Discussion Questions: Notes and Reflections Based on the Video

- What did you think about when you were watching the video?
- When you watched the video the second time, what strategies did you notice about how the educators supported oral language?
- What do teachers need to consistently support children's oral language development?
 - What role can administrators play to support this?

Opportunities to Share *PLC: Emergent Literacy* Information

Our intention is that after this webinar, you'll have the motivation and the tools to create a team to implement the *PLC: Emergent Literacy*.

At your site:

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

The Regional Educational Laboratory (REL) Southeast, April 2021

1

Discussion Questions:

Opportunities to Share the *PLC: Emergent Literacy*

If you shared information about or have started to implement the *PLC: Emergent Literacy* at your site, please share your experiences and advice.

Discussion Questions:

Oral Language Instruction in Your Context

- Why do you think it is important for preschool programs to have learning goals that include oral language development?
- What are your current strengths in supporting oral language development?
- What else can you do to support oral language development?

Highlights From Our Discussion (Notetaker)

Share highlights from one of the discussion topics:

- Notes and reflections based on the video.
- Opportunities to discuss implementation of *PLC: Emergent Literacy* at your site.
- Oral language instruction in your context.



Highlights from breakout room discussion.

Next Steps

Visit, share, and use materials from the *PLC: Emergent Literacy* website:

***PLC: Emergent Literacy* Materials**

-Participant Guides, Facilitator Guides, Slides and speaker notes, and Classroom Videos

Administrator Materials

-Slides, Reflection Guides, and Recordings of 4 webinars

Facilitator Materials

-Slides and Recordings from Train-the-Trainer Event

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

Before You Go!

Complete the Stakeholder Feedback Survey.

https://fsu.qualtrics.com/jfe/form/SV_3QMBvpureYL7aYK

Thank You!

Marcia Kosanovich

Sarah Hughes

Beth Phillips

Karli Willis

mkosanovich@fcrr.org

shughes@rmcres.com