

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

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Acknowledgement and Disclaimer

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Overarching Goal and Purpose of Today's Webinar

Overarching Goal: Increase understanding and use of evidence-based instruction in early language and literacy in preschool settings.

Purpose:

- Introduce a new set of materials focused on emergent literacy called, *Professional Learning Community: Emergent Literacy*.
- Provide an opportunity for early childhood education administrators to learn about the materials and explore options for utilizing the materials.

Agenda

- Welcome, Introductions, and Purpose
- Research and Benefits of a Professional Learning Community Focused on Emergent Literacy for Preschool Teachers
- Overview of the *Professional Learning Community (PLC): Emergent Literacy* Materials Developed by the REL Southeast
- Reflect and Discuss
- Wrap Up and Next Steps

Research and Benefits of a PLC Focused on Emergent Literacy

What do we know about early language 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.

Trends in 4th Grade Reading Performance

State	4 th Grade Average Reading 2017	4 th Grade Average Reading 2019	Percent at or above Proficient 2017	Percent at or above Proficient 2019
National Data				35%
South Carolina	213	216	29%	32%
North Carolina	224	221	39%	36%
Georgia	220	218	35%	32%
Florida	228	225	41%	38%
Alabama	216	212	31%	28%
Mississippi	215	219	27%	32%

Basic: 208
 Proficient: 238
 Advanced: 268

National Assessment of Educational Progress (NAEP) Retrieved from www.nationsreportcard.gov

What is Emergent Literacy?

- Emergent literacy skills are the basic building blocks for learning to read and write.
- Emergent literacy skills begin developing in early infancy and early childhood through participation with adults in meaningful activities involving talking, sounds, and print.
- We distinguish the concept of emergent literacy from that of conventional early literacy which includes decoding, comprehension.
- Core aspects of emergent literacy include language/vocabulary, phonological awareness, and print knowledge.

Why Emergent Literacy Matters to 4th Grade Reading Scores

- Emergent literacy provides a foundation for later reading success.
- All six states in our region have committed to strengthening early learning.
- All six states in our region have some sort of assessment at kindergarten entry that tells us that very young children are entering schools with very different patterns of strength and weakness in foundational early literacy skills.
- We understand that children entering formal school at kindergarten or first grade have had vastly different early childhood experiences.

What do we know about Emergent Literacy Instruction?

- The quality of instruction in many preschool classrooms is insufficient to promote adequate growth in children's literacy skills.
- In early childhood classrooms, teachers often provide minimal or low-quality instruction in phonological awareness, vocabulary, and oral language.
- Many early childhood programs continue to utilize curricula and instructional methods that are not empirically supported.

Types of Professional Development for Early Childhood Teachers

- Curriculum- or Program-Specific
- Workshops
- **Professional Learning Communities (PLC)**



Professional Learning Communities

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



To learn more about developing PLCs, check out our interactive infographic:
https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Developing_Early_Literacy_Professional_Learning_Communities.pdf

Advantages of the PLC Format

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



Professional Learning Community: Emergent Literacy

Developed by the REL Southeast



- Centered on emergent literacy and includes a suite of materials.
- Intended to build the capacity of preschool teachers to provide evidence-based emergent literacy instruction to children ages 3–5.

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.





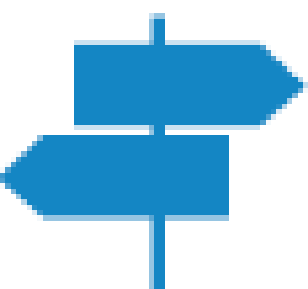


Overview of the *Professional Learning Community*: *Emergent Literacy* Materials

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
 STEP 1	Debrief Participants discuss their experiences with and reflections on an instructional practice that they have planned and implemented since the previous session.
 STEP 2	Define and Discuss Session Goals and Content 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.
 STEP 3	Learn and Confirm 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.
 STEP 4	Collaborate and Practice Participants collaborate in pairs or small groups to practice applying strategies and activities.
 STEP 5	Reflect, Plan, and Implement 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 1: Print Knowledge
(Sessions 1–3)

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



PowerPoint Presentation

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 1 | Session 1 | 2

Classroom Videos



Participant Guide



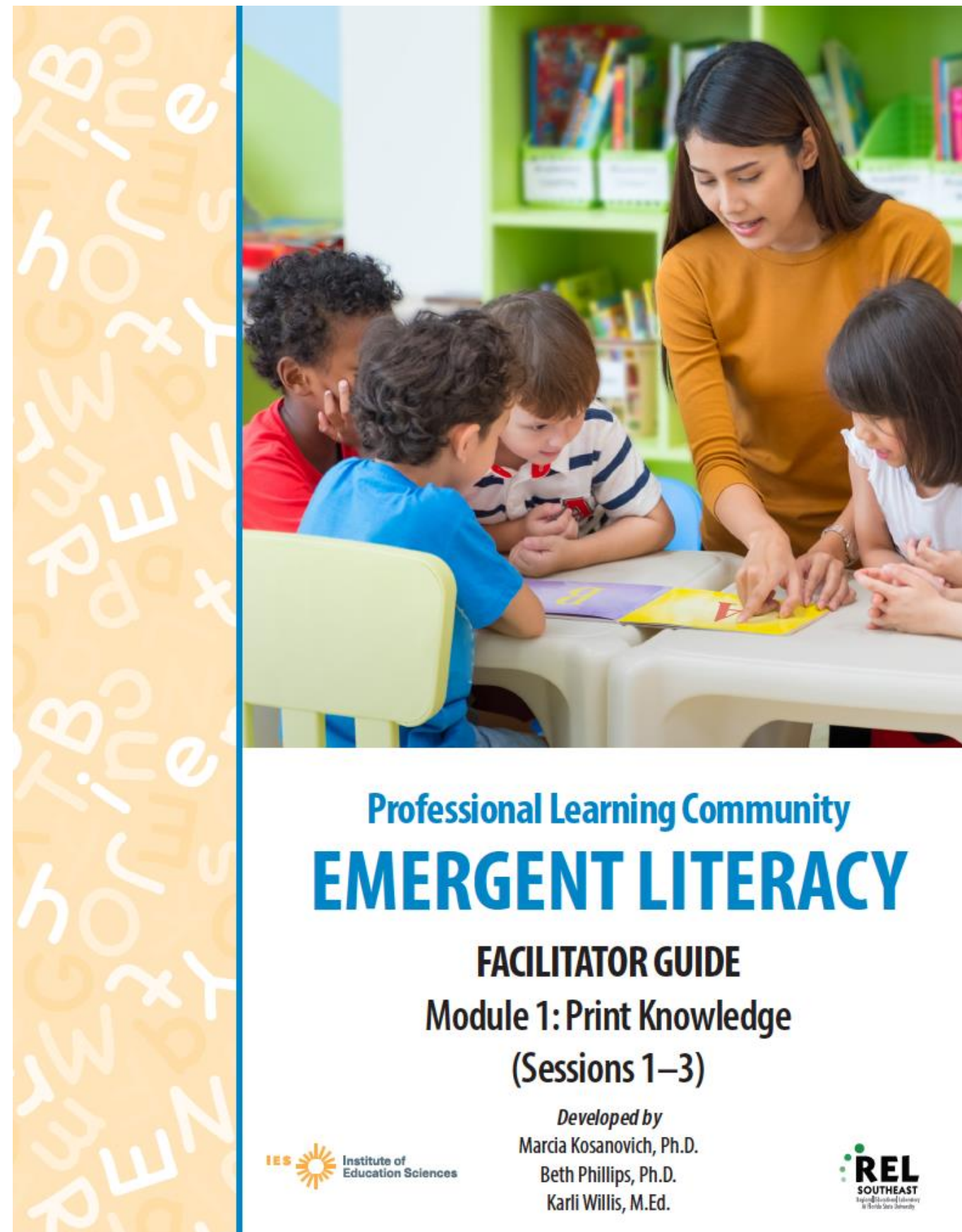
Professional Learning Community EMERGENT LITERACY

PARTICIPANT GUIDE
Module 1: Print Knowledge
(Sessions 1–3)

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



Facilitator Guide



- Enables a facilitator to lead 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.

PowerPoint Presentation

Activity 1: FAQs About Print Knowledge

- Record your responses in the middle column of the table.
- We will return to this activity at the end of the Print Knowledge module to compare responses.

The screenshot shows a worksheet titled "Activity 1: FAQs About Print Knowledge" from a "Participant Guide". It contains a table with three columns: "FAQ", "My Response before Session 1", and "My Response after Session 1". There are five rows of questions in the "FAQ" column. The questions are:

FAQ	My Response before Session 1	My Response after Session 1
Is there a recommended order to teach the alphabet?		
Which letters should be introduced first, upper or lowercase? Or should they be introduced together?		
Should the letter's sound be introduced at the same time as the letter or after children can write the letter?		
How do I help young dual language learners develop print knowledge?		
What are some strategies for teaching print knowledge to young children?		

Professional Learning Community: Emergent Literacy

Module 1 | Session 1 | 7



NOTES Allow 5 minutes for this activity.

SAY Each time we see this Purple Banner it tells us we will complete an activity from the Participant Guide. Let's start by looking at **Activity 1: FAQs About Print Knowledge on page 7** of the Participant Guide. Please take 5 minutes to read each frequently asked question and record a response in the second column of the table.

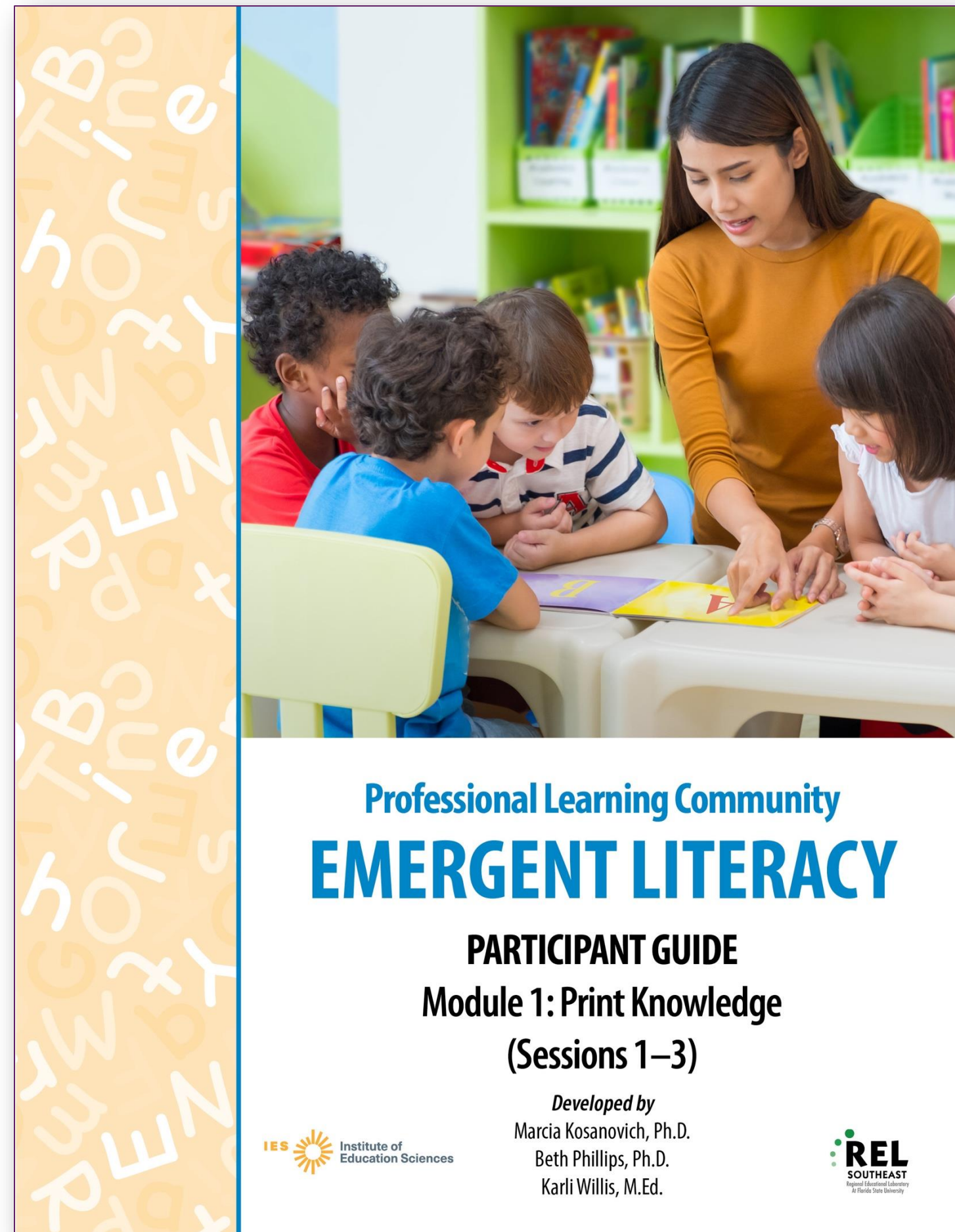
Participants work independently for 5 minutes to answer FAQs.

Preschool 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

What Is Print Knowledge?

Knowledge of:

- Letter names
- Letter sounds
- Concepts of print

M

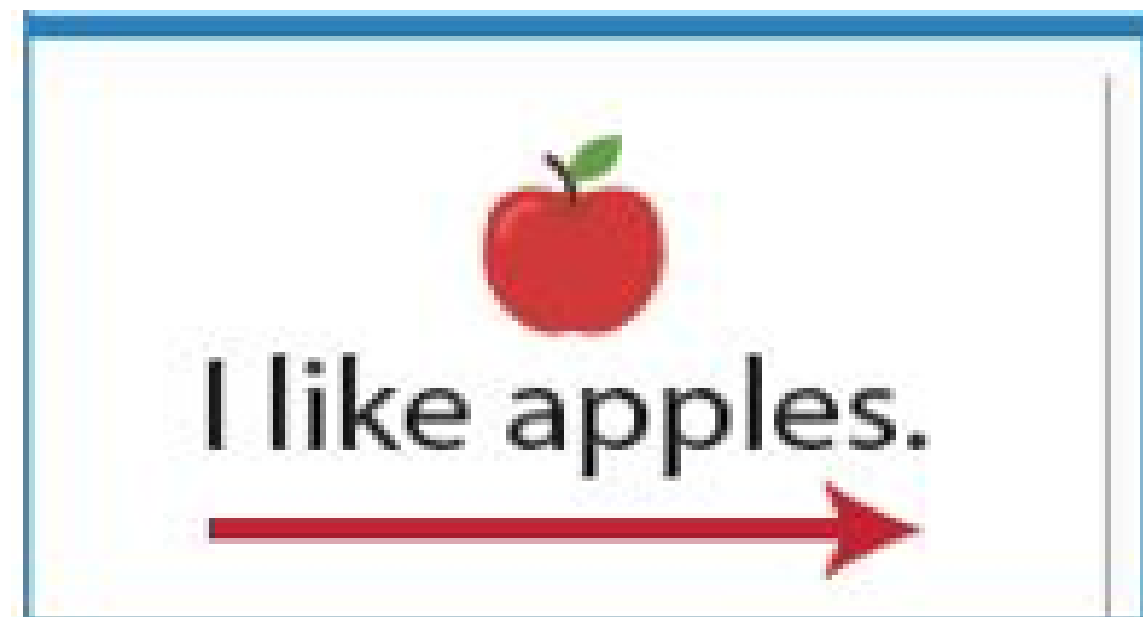
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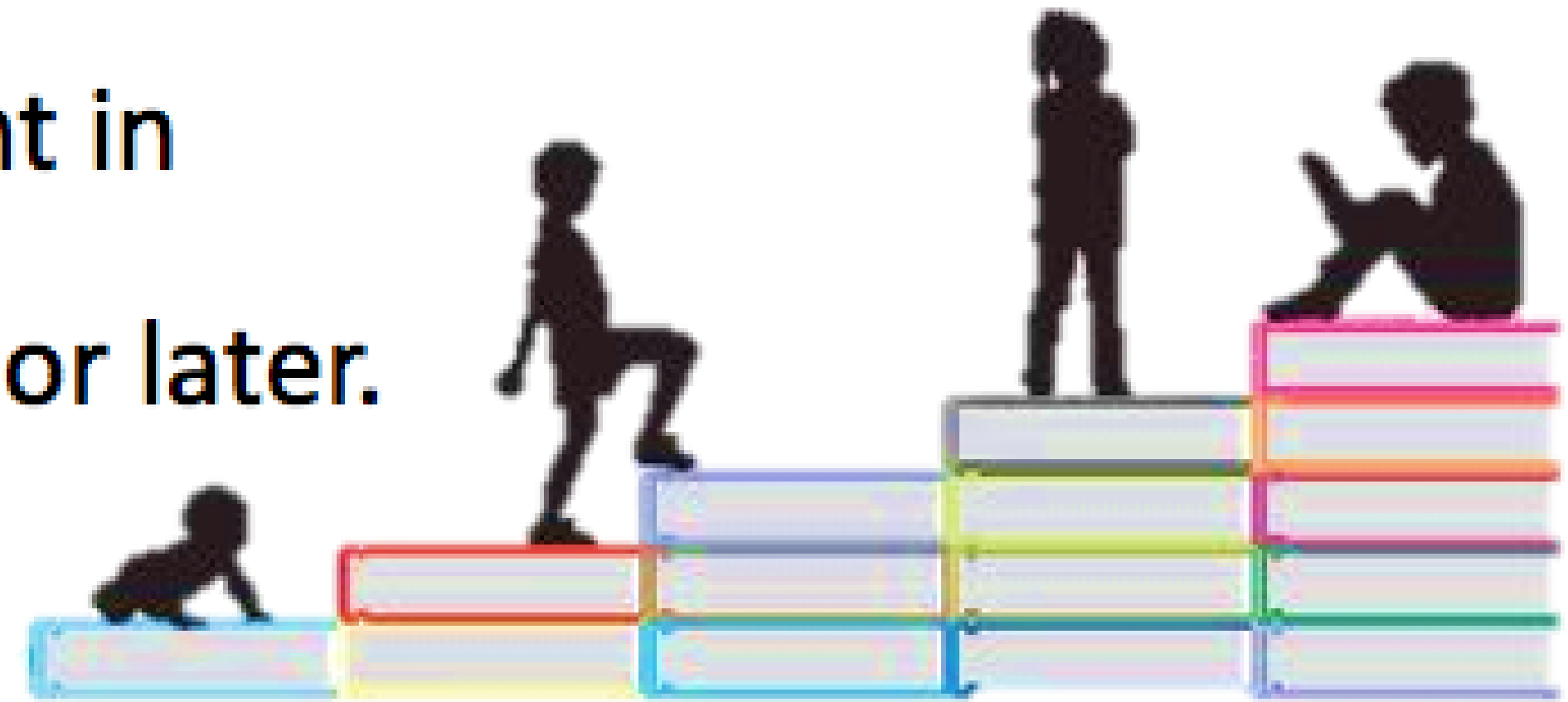
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Why Is Print Knowledge Important?

- ✓ It is a precursor to reading.
- ✓ It helps children understand the alphabetic principle.
- ✓ It is associated with achievement in decoding, spelling, and reading comprehension in kindergarten or later.
- ✓ It is included in state standards.



Classroom Videos



Participant Activities

Activity 3

▶ Comparison of Explicit and Implicit Instruction Videos

Directions: We will watch two videos. The first video demonstrates explicit instruction, and the second video demonstrates implicit instruction across a preschool day. As you watch each video, record evidence of explicit and implicit instruction of print knowledge in the appropriate column of the top table. After the videos, answer the questions about similarities and differences in the bottom table.

Instruction of Print Knowledge

Video 2: Small-Group Explicit Instruction Using Sound Bags (M and S) (https://youtu.be/Nb1BNFT4bsc)	Video 3: Implicit Print Knowledge Instruction in Multiple Contexts (https://youtu.be/tElnNC_IQzw)
Evidence of Explicit Instruction	Evidence of Implicit Instruction

Post-Video Questions and Answers

1. What are the differences between explicit and implicit instruction?
2. What is similar between explicit and implicit instruction?
3. When might each type of instruction be most useful?

Two-minute video clip will be embedded here.

Module 1: Print Knowledge

Video 8: Small-Group Explicit Instruction for the Letter M

<https://youtu.be/rWAltYgEKc0>

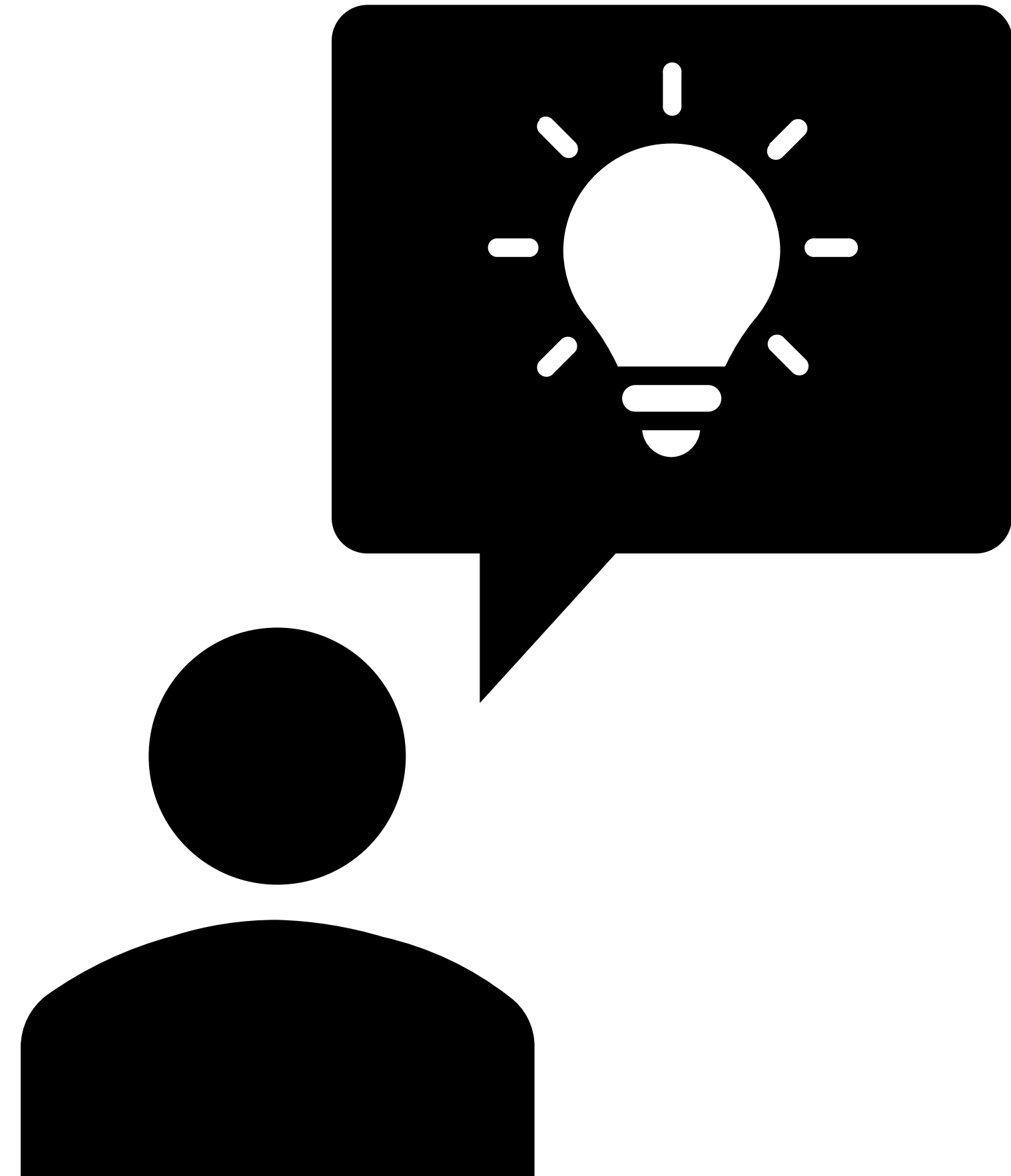
Questions?

Breakout Discussion Set-up

Breakout Room Introductions

Who is here?

What are your initial thoughts about using the *PLC: Emergent Literacy* materials to enhance emergent literacy instruction?



Breakout Room Activity

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

This Reflection Guide is designed for administrators interested in providing an emergent literacy professional learning community (PLC) using 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 an emergent literacy PLC in your context. Specifically, we will focus on:

1. What is the current state of print knowledge 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 print knowledge instruction in my context?		
Question	Reflection	Potential Next Steps
a. What percentage of preschoolers meet expectations in emergent literacy skills?		

1. What Is the Current State of Print Knowledge Instruction?

1. What is the current state of print knowledge instruction in my context?		
Question	Reflection	Potential Next Steps
a. What percentage of preschoolers meet expectations in emergent literacy skills?	I don't know.	
b. Does our preschool program have learning goals that include print knowledge?	State Standards	
c. What are staff doing to support print knowledge learning goals?	Singing the alphabet. Teaching letter names.	
d. What materials are incorporated into classrooms to support print knowledge development?	Magnetic letters	
e. What print knowledge explicit instruction have you observed in preschool classrooms?	Teaching letter names at circle time.	
f. How do the children practice their print knowledge skills independently through play and/or during centers?	Children sing the alphabet and use magnetic letters at the A, B, C center.	

2. Who Would Be Interested In Participating In This PLC?

3. Who Could Facilitate This PLC?

2. Who would be interested in participating in this PLC?		
Question	Reflection	Potential Next Steps
a. Who (teachers, aides, others) is interested in participating in an Emergent Literacy PLC?	Teachers, Teacher Assistants, Speech-Language Pathologist	
b. What can we do to share the importance and benefits of participating in a PLC with our teachers?	Share information learned at today's webinar with staff.	
c. Do we have enough staff to facilitate collaboration?	We have three preschool teachers who could participate.	
d. How could we partner or create a collaborative in some way with neighboring preschools?	Share this information with other preschool sites in our area. Participate in the PLC together and share a facilitator.	
3. Who could facilitate this PLC?		
Question	Reflection	Potential Next Steps
a. Who on our staff or in our organization has the background to facilitate a PLC (e.g., facilitation experience, content knowledge, ability to foster trust, etc.)	Ms. Smith	
b. Do we need an outside facilitator?	Maybe if Ms. Smith is not available.	

4. What Structure Could Support This PLC?

4. What structure could support this PLC?		
Question	Reflection	Potential Next Steps
a. How might our current professional learning structure support the PLC, or some of the PLC sessions?	We could use our professional learning days.	
b. Can we incorporate the PLC into time we already have allotted, or do we need to set up an add-on structure/schedule?	Use current professional learning days and determine other times to meet.	
c. When would teachers like to schedule the PLC?	I don't know at this time but could take a poll to determine when they would like to meet.	
d. Do we need substitute teachers?	I'm not sure yet.	
e. Is there an opportunity to do this remotely?	I think so if a common platform is used.	
f. How can we ensure staff are compensated for additional time?	I will check budget.	

Wrap Up

Highlights from breakout room discussion.

PLC: Emergent Literacy Roll-out

- The materials were developed in partnership with the REL Southeast School Readiness partnership, which includes SEA representatives from each state in the region.
- To support implementation of the *PLC: Emergent Literacy* materials, each state will select 6-10 early childhood professionals in their states to participate in a two-day Train-the-Trainer event in the summer of 2021. This group will receive specialized facilitator training to use these materials and support implementation in each state.
- Materials will be available to all who are interested via the PLC website:
<https://ies.ed.gov/ncee/edlabs/regions/southeast/emergent-literacy-plc>

Next Steps

- Complete the Stakeholder Feedback Survey.
- Register for our next webinar for Planning Emergent Literacy Professional Learning Communities in Preschool Settings: A Webinar for Administrators.

Thank You!

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