

Supporting Facilitators' Implementation of *Professional Learning Community: Emergent Literacy*



This infographic provides tips for facilitators who are planning to implement *Professional Learning Community: Emergent Literacy (PLC-EL)*. The *PLC-EL* is a suite of professional learning materials designed to engage preschool teachers in collaborative learning experiences to support their use of evidence-based instructional practices.

Learn how to make the most of *PLC-EL* by considering these tips, organized by what to do before, during, and after implementation of *PLC-EL* sessions.

Before

Tips for Facilitators to do Before *PLC-EL* Implementation

- Partner with administrators prior to planning *PLC-EL* sessions to establish goals, promote the *PLC-EL*, and ensure support for teachers to attend sessions.
- Collaborate with teachers to schedule each session to promote teacher participation. Use the [Annual PLC-EL Session Schedule](#) included in this infographic.
- Secure uninterrupted professional learning time to conduct sessions. Schedule sessions after school hours rather than when children are present.
- Consider who else might want to participate in *PLC-EL* sessions. For example, teacher assistants, support staff, and specialists.
- Consider how to compensate participants for their time if it extends beyond the typical workday. For example, through overtime pay, stipends or honoraria, early leave or compensatory time, or credits toward recertification or continuing education. Alternatively, consider meeting during the day with assistants and after school with teachers.
- Break the content of the 12 sessions up into shorter sessions and meet more often, if needed, to accommodate participants' schedules.
- Review the introduction in the Facilitator Guide, which describes specific tasks to complete before facilitating *PLC-EL* sessions.
- Send reminders before each session with the date, time, and location.



Learn More

This infographic is part of the [South Carolina Professional Learning Community: Emergent Literacy partnership](#). The tips in this infographic were learned during the *Coaching for Implementation of PLC-EL at Demonstrations Sites in South Carolina (2022-23)* project.

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During

Tips for Facilitators to do During *PLC-EL* Implementation

- Manage time to complete the content and activities of each *PLC-EL* session.
- Create a warm and welcoming environment for participants by playing soft music, providing refreshments, and fostering a relaxed atmosphere.
- Encourage engagement with the *PLC-EL* materials while balancing the amount of time participants engage in discussions. Gauge the time spent on discussions based on teachers' familiarity of the topic. For example, there tends to be longer discussions when concepts are new to teachers and shorter conversations when concepts are already familiar to them.
- Complete as much of the content as time allows but try not to rush through material. Instead, pause and pick up where you left of at the next session.
- Schedule extra sessions, when needed, focused on content not yet completed or a particular topic that teachers need more time to discuss.
- Remind teachers to review the resources in their Participant Guides: links to instructional resources and related articles found in the last session of each module, slides used during sessions with space to take notes, reproducible materials for teacher use in classrooms, and one-page overview of the instructional strategies from each module.
- Ensure teachers leave each session with a plan to implement before the next session. This plan will include the entire Self-Study Activity (Do, Watch, Read) or part of it depending on how much of the session was completed.



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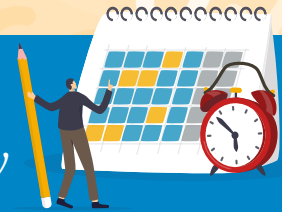
After

Tips for Facilitators to do After *PLC-EL* Implementation

- Support teachers between *PLC-EL* sessions to strengthen implementation of strategies as they are learned.
- Remind teachers that the *PLC-EL* is professional learning, and the evidence-based instructional practices from the *PLC-EL* are meant to be embedded with any curriculum/program.
- Participate in teachers' planning meetings and discuss how strategies from the *PLC-EL* can be embedded in lesson plans.
- Visit classrooms for periodic check-ins. Use the [Teacher Check-in Schedule](#) and [Classroom Visit Form](#) included in this infographic.
- Highlight examples of how strategies are being implemented based on your check-ins or planning meetings with teachers at the next *PLC-EL* session.
- Identify content and/or strategies that need to be revisited based on classroom check-ins or planning meetings.
- Support teachers with feedback, instructional materials, and resources aligned to the *PLC-EL* strategies when needed.
- Encourage teachers to be more intentional when planning and delivering whole group and small group instruction.
- Repeat the *PLC-EL* sessions at the beginning of each school/program year when you have new teachers.



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Annual *PLC-EL* Session Schedule

Schedule the dates and times of all 12 *PLC-EL* sessions over the program year. Be sure to leave adequate time between *PLC-EL* sessions for participants to process information, complete activities, and prepare for the next session (for example, two-three weeks). Consider adding an optional check-in meeting time between Modules to complete unfinished session work, discuss implementation, and/or to revisit challenging concepts.

Module and Session	Date and Time
Module 1: Print Knowledge	
Session 1	
Session 2	
Session 3	
Optional Module 1 Check-in meeting	
Module 2: Phonological Awareness	
Session 4	
Session 5	
Session 6	
Optional Module 2 Check-in meeting	
Module 3: Vocabulary	
Session 7	
Session 8	
Session 9	
Optional Module 3 Check-in meeting	
Module 4: Oral Language	
Session 10	
Session 11	
Session 12	
Optional Module 4 Check-in meeting	



Classroom Visit Form

Use this form when visiting classrooms to help guide your feedback.

Circle or highlight the evidence-based instructional strategies observed.

Date _____ Teacher _____

Module 1: Print Knowledge		Module 2: Phonological Awareness	
Small-Group Explicit Instruction		Using the PA Continuum to Inform Instruction	
Print Referencing During Read-Alouds		Small-Group Explicit Instruction	
Reinforce Learning Through Practice and Play		Embedding PA Throughout the Day	
		Reinforce Learning Through Practice and Play	
Module 3: Vocabulary		Module 4: Oral Language	
Building and Using a Network of Words		Recasts and Expansions	
Determining Which Words to Teach		Embedding Brief Language Interactions	
Dialogic Reading		Encouraging Decontextualized Language	
Explicit Instruction for Specific Words		Multi-Turn Conversations	
Play-Based Interactions with Teacher Guidance		Peer-to-Peer Language Interactions	
		Interactive Reading	
		Play-Based Interactions with Teacher Scaffolding	

Glows and Grows

Make notes about what went well and opportunities for growth.

Glows	Grows