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?		

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?		
b. What can we do to share the importance and benefits of participating in a PLC with our teachers?		
c. Do we have enough staff to facilitate collaboration?		
d. How could we partner or create a collaborative in some way with neighboring preschools?		
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.)		
b. Do we need an outside facilitator?		

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?		
b. Can we incorporate the PLC into time we already have allotted, or do we need to set up an add-on structure/schedule?		
c. When would teachers like to schedule the PLC?		
d. Do we need substitute teachers?		
e. Is there an opportunity to do this remotely?		
f. How can we ensure staff are compensated for additional time?		