Professional Learning Community: Emergent Literacy
Train-the-Trainer Event (Day 1 of 3)

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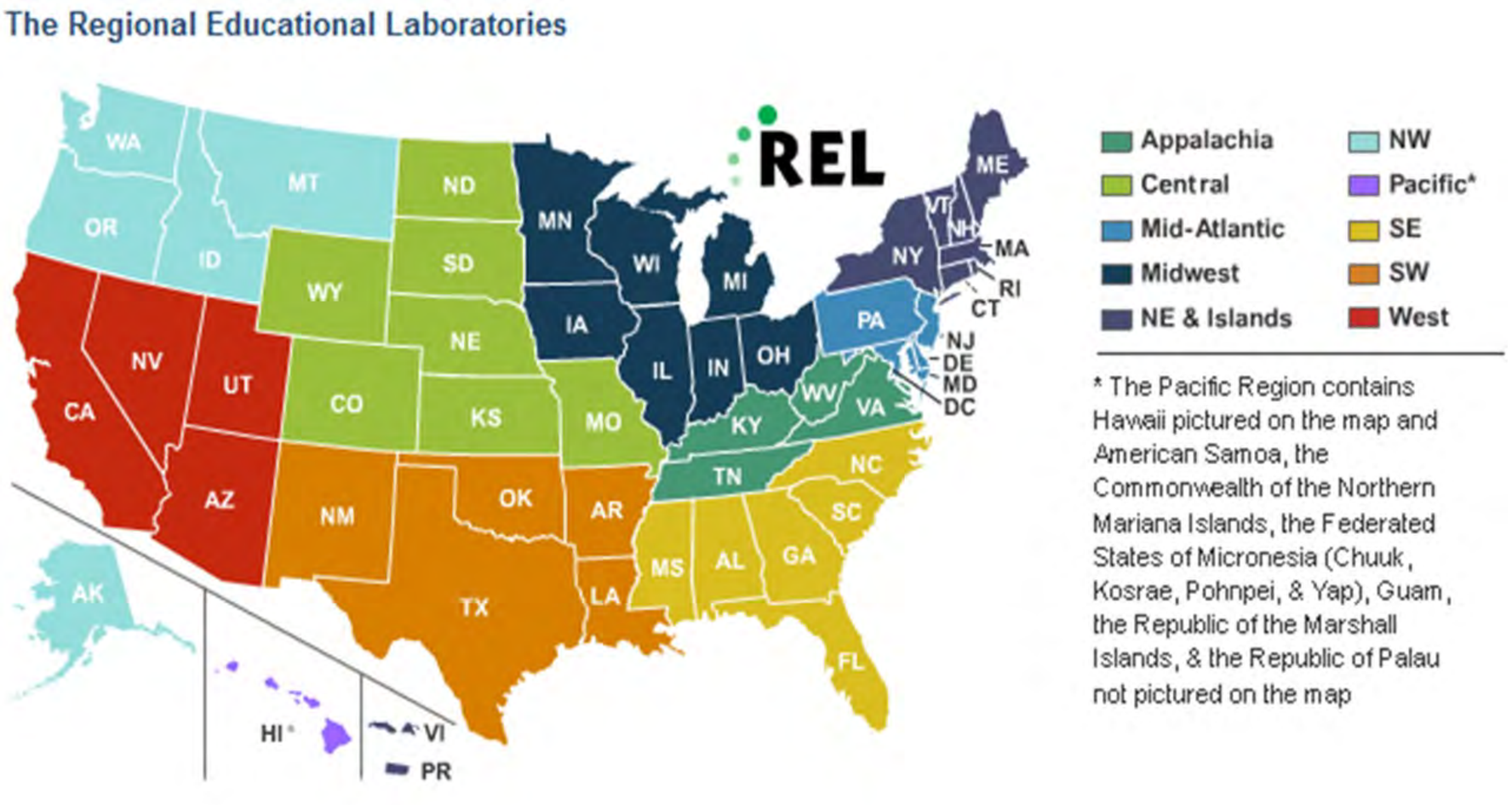
July 19, 2021

IES Institute of Education Sciences

Regional Educational Laboratories (RELs)



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Welcome and Introductions
Beat the Clock Activity
Overview of Train-the-Trainer (TtT) 3-Day Event

Welcome and Introductions

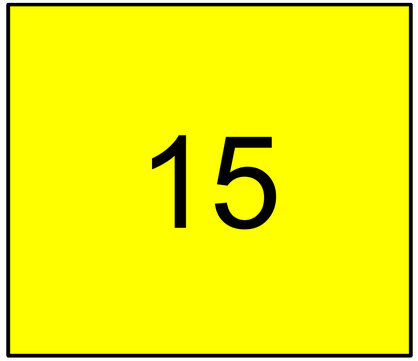
Beat the Clock

If you had to guess, how often do preschool children typically look at the printed text during a read aloud? Record your answer as a percentage.

15

Beat the Clock

Which letters can be more difficult for a child to learn because the letter name does not contain the letter sound?



Beat the Clock

The largest unit of sound on the phonological awareness continuum is at the word level. What are some of the other levels?

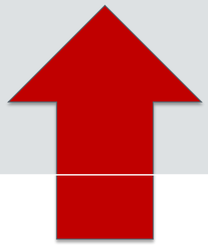
15

Objectives of this 3-Day Train-the-Trainer Event

- Understand the background and purpose of the *Professional Learning Community: Emergent Literacy (PLC)* materials.
- Be familiar with how the *PLC* materials are organized.
- Enhance understanding of the *PLC* content.
- Strengthen PLC facilitation skills.
- Plan a process for next steps for setting up a PLC.

Agenda for this 3-Day Train-the-Trainer Event

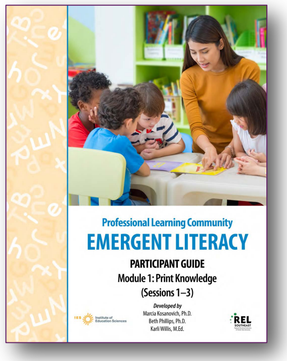
Day 1-July 19	Day 2-July 21	Day 3-July 23
Introductions and Overview Opening Activity Research and Benefits of PLC Focused on Emergent Literacy Introduction to *PLC: Emergent Literacy* materials and structure Module 1 Overview Module 2 Overview (Breakout Rooms) Next Steps and Adjourn	Welcome and Overview Module 2 Reflections Module 3 Overview and Reflections (Breakout Rooms) Module 4 Overview and Reflections (Breakout Rooms) Next Steps and Adjourn	Welcome and Overview Considerations for English Learner Students and Students With Disabilities Review Modules 1-4 (Breakout Room) Characteristics and Role of the Facilitator Facilitation Practice and Reflection (Breakout Room) Facilitator Scenario Discussion (Breakout Room) Stakeholder Feedback Survey Next Steps and Adjourn



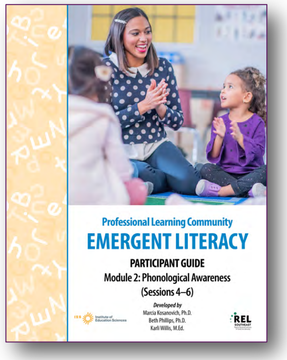
*3 hours/day

Purpose of Today (Day 1 of 3)

To build knowledge and skills to successfully utilize and implement the *Professional Learning Community: Emergent Literacy* suite of materials.

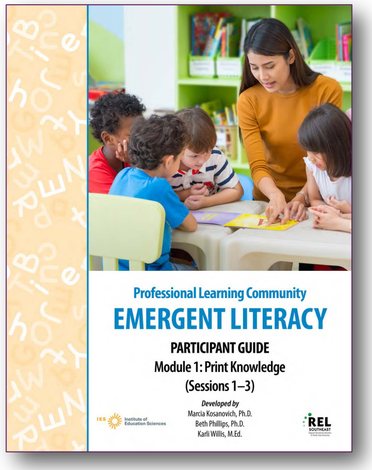


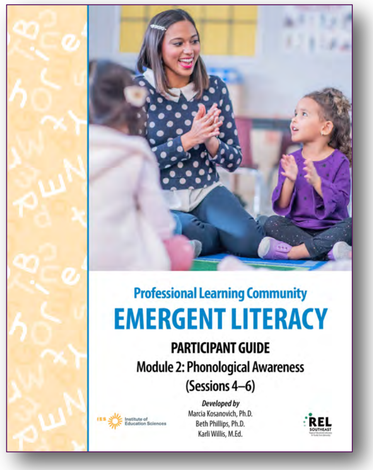
- Module 1 – Print Knowledge (Sessions 1 - 3)



- Module 2 – Phonological Awareness (Sessions 4 - 6)

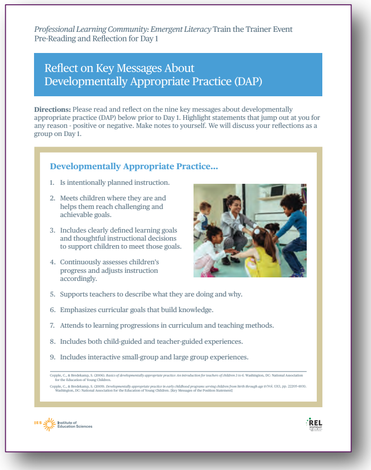
Materials Needed for Today (Day 1 of 3)





Professional Learning Community: Emergent Literacy materials:

- ✓ Participant Guide for Module 1 (Print Knowledge)
- ✓ Participant Guide for Module 2 (Phonological Awareness)


Professional Learning Community: Emergent Literacy Train the Trainer Event
Pre-Reading and Reflection for Day 1

Reflect on Key Messages About Developmentally Appropriate Practice (DAP)

Directions: Please read and reflect on the nine key messages about developmentally appropriate practice (DAP) below prior to Day 1. Highlight statements that jump out at you for any reason - positive or negative. Make notes to yourself. We will discuss your reflections as a group on Day 1.

Developmentally Appropriate Practice...

1. Is intentionally planned instruction.
2. Meets children where they are and helps them reach challenging and achievable goals.
3. Includes clearly defined learning goals and thoughtful instructional decisions to support children to meet those goals.
4. Continuously assesses children's progress and adjusts instruction accordingly.
5. Supports teachers to describe what they are doing and why.
6. Emphasizes curricular goals that build knowledge.
7. Attends to learning progressions in curriculum and teaching methods.
8. Includes both child-guided and teacher-guided experiences.
9. Includes interactive small-group and large group experiences.

Handout: Reflect on Key Messages About Developmentally Appropriate Practices

Professional Learning Community: Emergent Literacy website: https://ies.ed.gov/ncee/edlabs/regions/southeast/elplc/plc_materials_intro.asp

Activity: Reflect on Key Messages about Developmentally Appropriate Practice (DAP)

DAP Activity

Read through the key messages then discuss as a group.

- Which statements resonate strongly with you? Why?
- Are there any statements that you disagree with or aren't sure about? Why?
- What have you observed in the field related to the statements? What questions are raised?
- What do you think teachers, administrators, or parents misunderstand?

Why is it important for facilitators to have these things in mind when working with teachers?

Research and Benefits of Professional Learning Focused on Emergent Literacy

What Do We Mean By Emergent Literacy?

- The basic building blocks for learning to read and write.
- Begins developing in early infancy and early childhood through participation with adults in meaningful activities involving talking, sounds, and print.
- Is different from early literacy--early literacy includes decoding and reading comprehension.
- Core components: oral language/vocabulary, phonological awareness, and print knowledge.

What do we know about emergent literacy 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.

What Are Professional Learning Communities (PLCs)?

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

Infographic to learn more about developing PLC:
https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Developing_Early_Literacy_Professional_Learning_Communities.pdf

What Are Advantages of the PLC Format?

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

What Are the Most Important Emergent Literacy Components?

Print Knowledge

Phonological Awareness

Vocabulary

Oral Language

Video 1: The Literacy Tree: A Representation of Foundational Literacy Skills

Introduction to *Professional Learning Community: Emergent Literacy* Materials and Structure

Grounded in Three Areas of Research

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

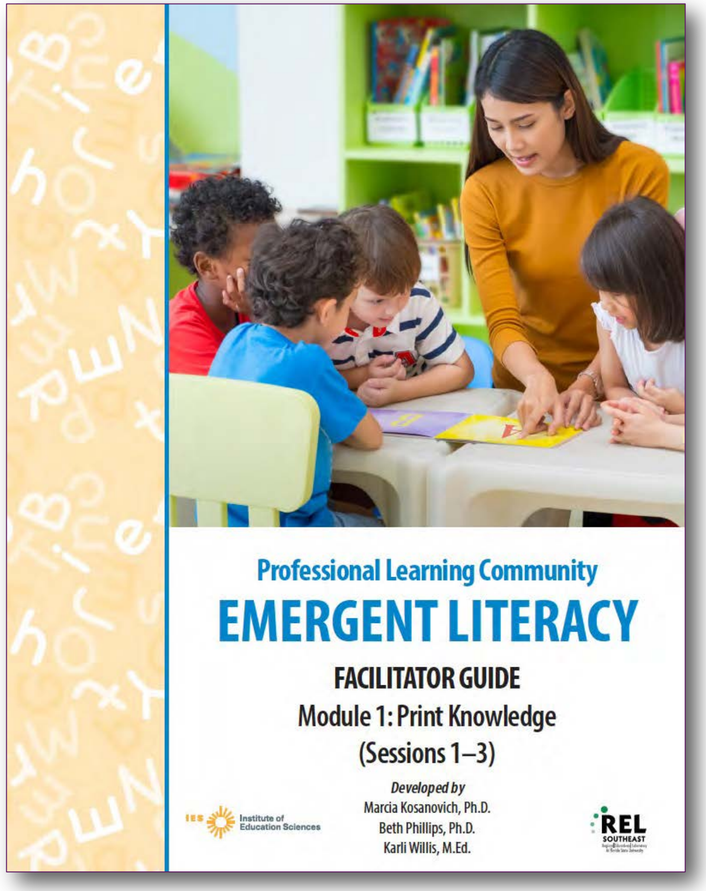
Overview of Session Topics and Timing By Module

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

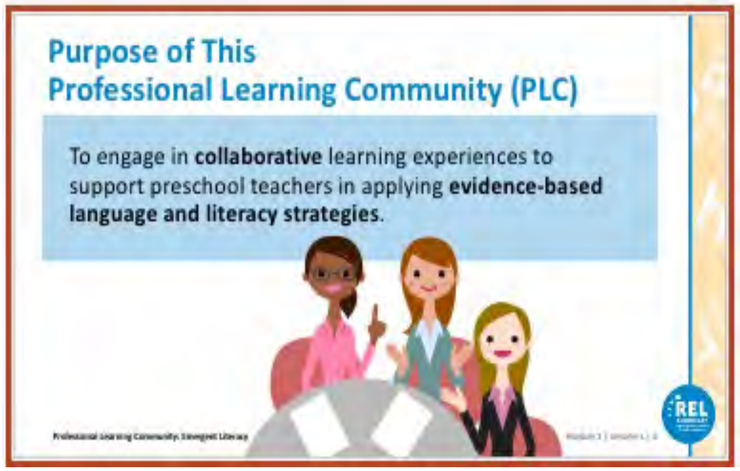
Five-Step Process for Each PLC Session

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

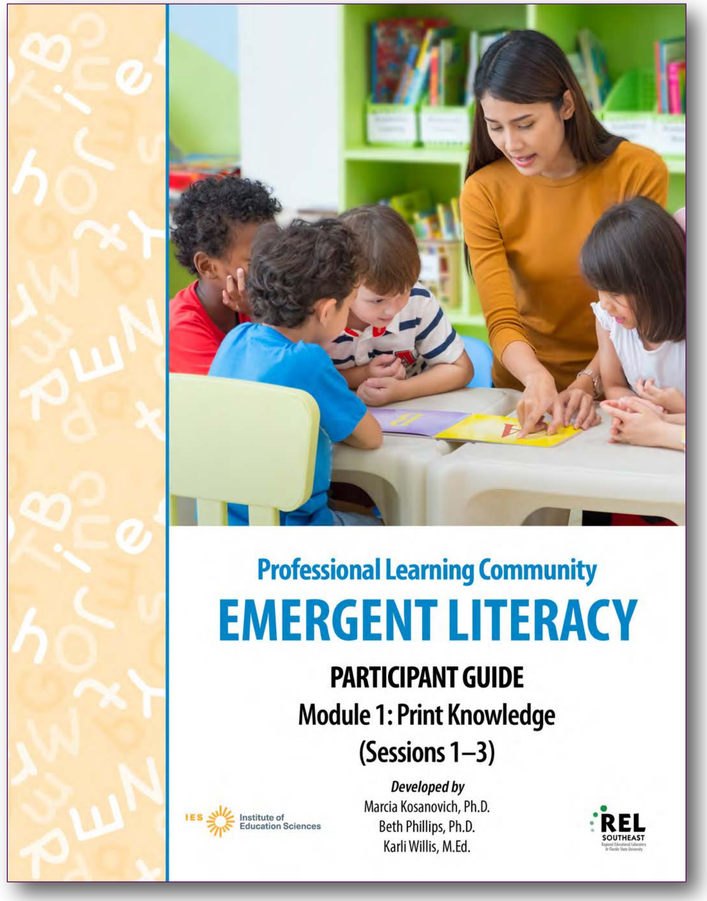


PowerPoint Presentation

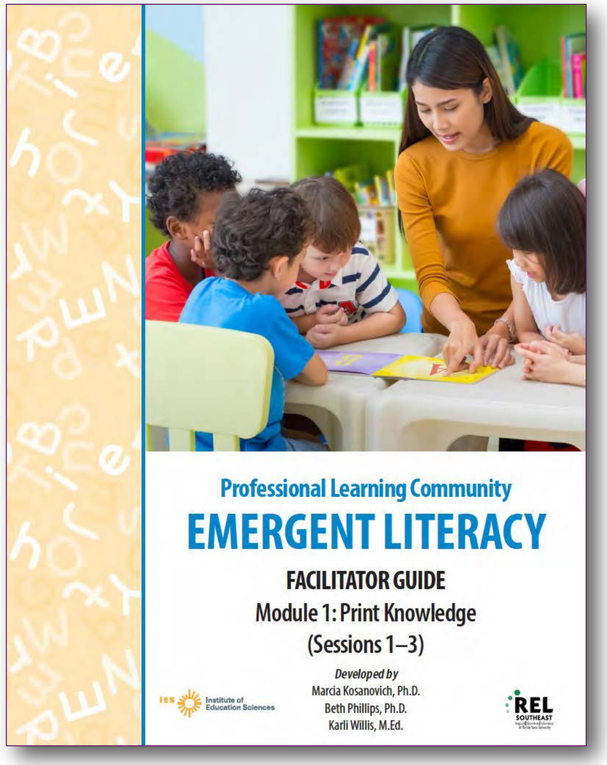


Videos

Participant Guide

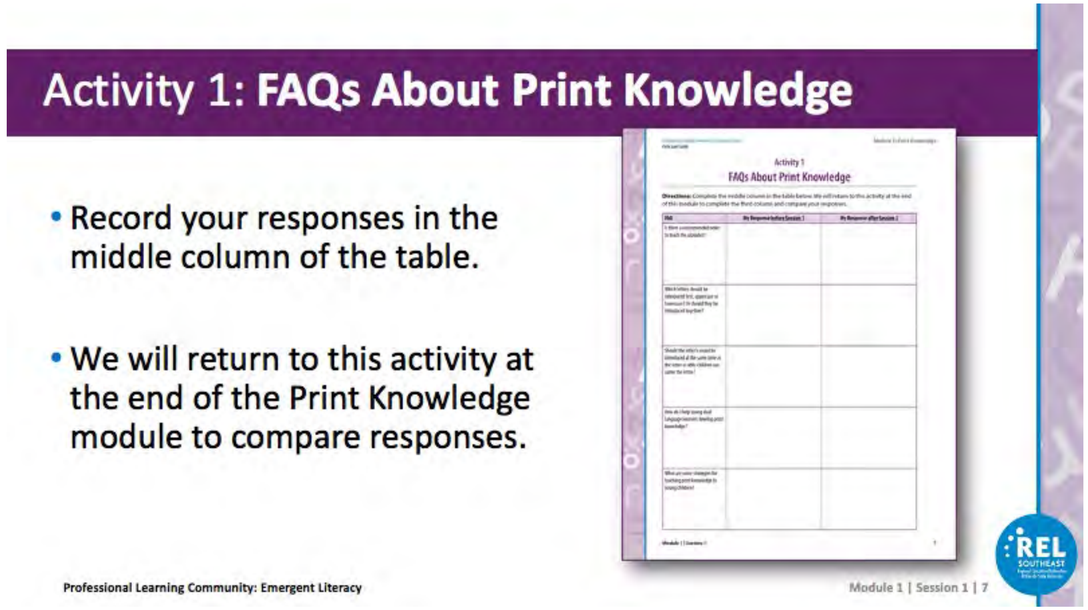


Facilitator Guide



- Enables a facilitator to lead a team of preschool teachers through the emergent literacy PLC sessions.
- Provides step-by-step recommendations of how to prepare for a PLC session

PowerPoint Presentation



- Each slide, like the example above, includes detailed speaker notes and suggestions for how long to spend on each activity.
- Facilitators can paraphrase the key messages included in the speaker notes.

Videos

- Evidence-based language and literacy instructional practices in preschool classrooms and animations.
- Video-viewing guides to reflect on videos.
- Key points about the videos.

Participant Guide

Self-Study Reading

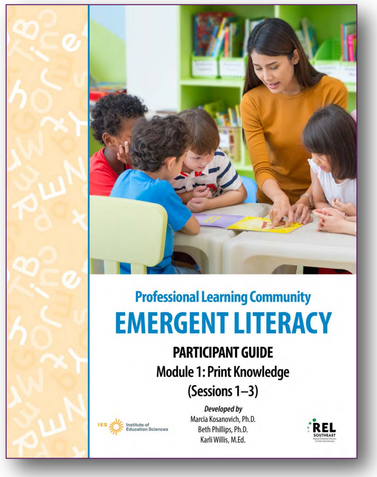
- Key Terms and Definitions
- Features of Effective Instruction (Explicit, Systematic, Scope and sequence, Scaffolded, Differentiated)
- Considerations for Students With Disabilities and English Learner Students
- Additional Instructional Resources and Related Articles

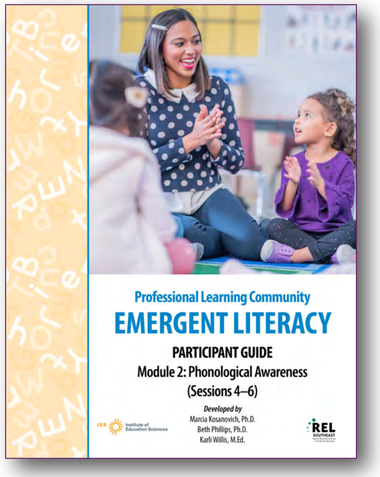
Activities

Slides

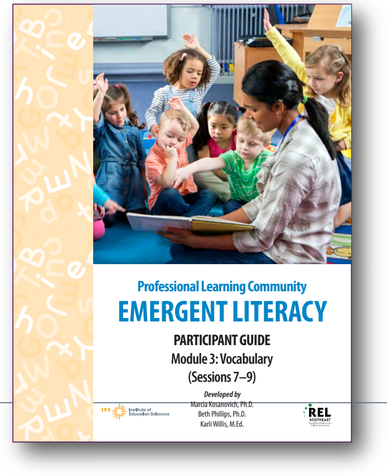
Reproducible Materials

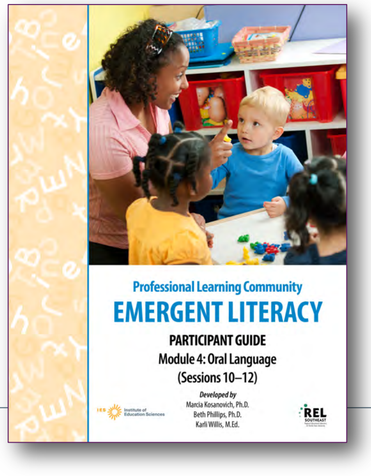
Glossary and References





Organization of Each Participant Guide

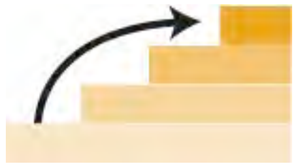




PLC: Emergent Literacy Evidence-based Instructional Practices

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

Features of Effective Instruction



Systematic: Carefully thought out, moves from simple to complex, builds on previously taught skills, provides manageable steps

Scope and Sequence: Overview of instruction that shows the full range of content (scope) to be taught and the order (sequence)

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

STEP 4

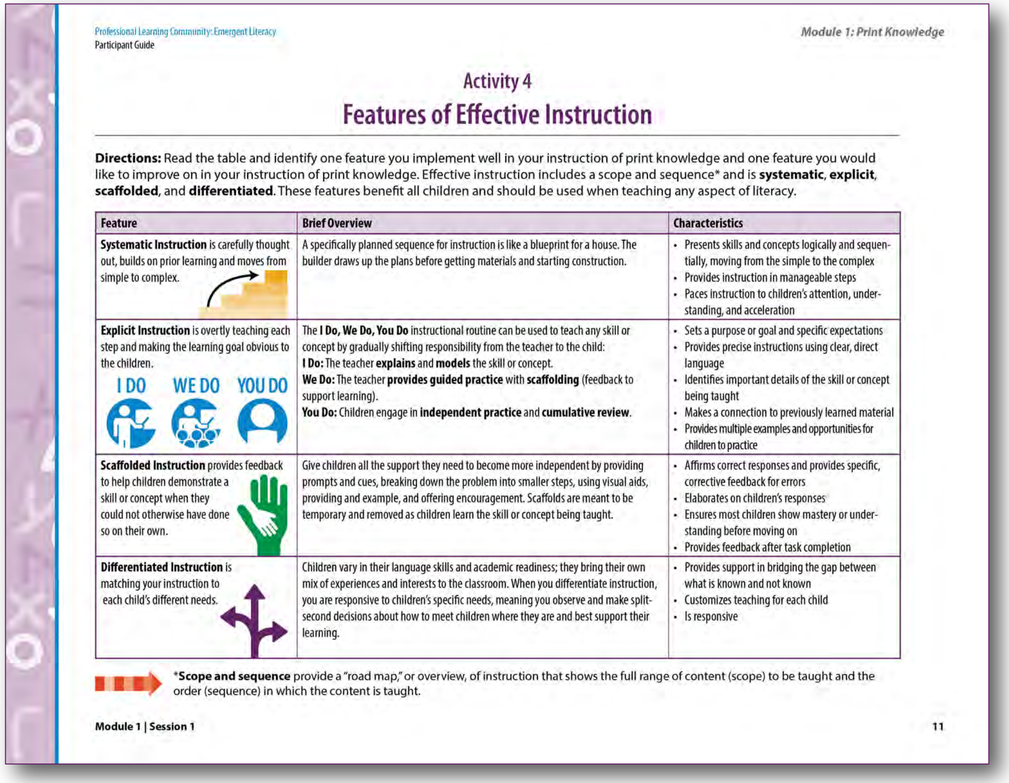
Collaborate and Practice

Activity 4: **Features of Effective Instruction**

1. Which feature do you think you implement well in your instruction of print knowledge? Provide an example.

   - Systematic instruction
   - Scope and sequence
   - Explicit instruction
   - Scaffolded instruction
   - Differentiated instruction

2. Which feature do you want to improve on in your instruction of print knowledge? How?



Professional Learning Community: Emergent Literacy
Participant Guide

Module 1: Print Knowledge

Activity 4

Features of Effective Instruction

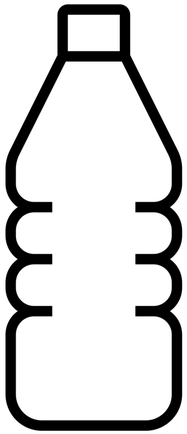
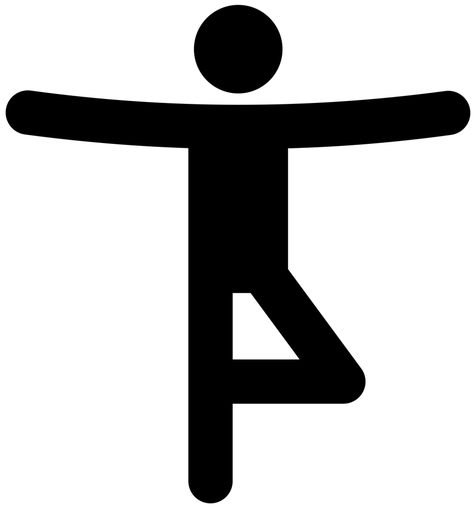
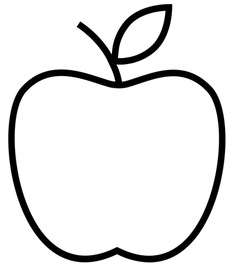
Directions: Read the table and identify one feature you implement well in your instruction of print knowledge and one feature you would like to improve on in your instruction of print knowledge. Effective instruction includes a scope and sequence* and is **systematic**, **explicit**, **scaffolded**, and **differentiated**. These features benefit all children and should be used when teaching any aspect of literacy.

Feature	Brief Overview	Characteristics
Systematic Instruction is carefully thought out, builds on prior learning and moves from simple to complex.	A specifically planned sequence for instruction is like a blueprint for a house. The builder draws up the plans before getting materials and starting construction.	• Presents skills and concepts logically and sequentially, moving from the simple to the complex • Provides instruction in manageable steps • Paces instruction to children's attention, understanding, and acceleration
Explicit Instruction is overtly teaching each step and making the learning goal obvious to the children.	The **I Do, We Do, You Do** instructional routine can be used to teach any skill or concept by gradually shifting responsibility from the teacher to the child: **I Do:** The teacher **explains** and **models** the skill or concept. **We Do:** The teacher **provides guided practice** with **scaffolding** (feedback to support learning). **You Do:** Children engage in **independent practice** and **cumulative review**.	• Sets a purpose or goal and specific expectations • Provides precise instructions using clear, direct language • Identifies important details of the skill or concept being taught • Makes a connection to previously learned material • Provides multiple examples and opportunities for children to practice
Scaffolded Instruction provides feedback to help children demonstrate a skill or concept when they could not otherwise have done so on their own.	Give children all the support they need to become more independent by providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing and example, and offering encouragement. Scaffolds are meant to be temporary and removed as children learn the skill or concept being taught.	• Affirms correct responses and provides specific, corrective feedback for errors • Elaborates on children's responses • Ensures most children show mastery or understanding before moving on • Provides feedback after task completion
Differentiated Instruction is matching your instruction to each child's different needs.	Children vary in their language skills and academic readiness; they bring their own mix of experiences and interests to the classroom. When you differentiate instruction, you are responsive to children's specific needs, meaning you observe and make split-second decisions about how to meet children where they are and best support their learning.	• Provides support in bridging the gap between what is known and not known • Customizes teaching for each child • Is responsive

*__Scope and sequence__ provide a "road map," or overview, of instruction that shows the full range of content (scope) to be taught and the order (sequence) in which the content is taught.

Module 1 | Session 1 11

Are there any questions or comments…

- Content or organization?
- Attention-grabbing?
- Reflections?

Comfort Break