



**Regional Educational  
Laboratory Southeast**

Developing  
Professional Learning Community Materials

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## Acknowledgement and Disclaimer

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# Agenda

- Welcome and Introductions
- Overview of the Purpose and Progress of the Southeast School Readiness Partnership
- Explore the Development of PLC Materials
- Wrap Up

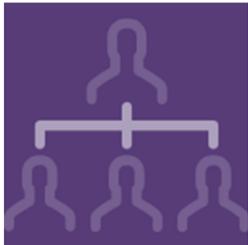


# Southeast School Readiness Partnership Outcomes

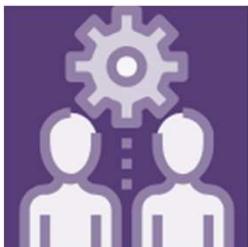


A suite of Early Literacy Professional Learning Community (PLC) materials

Facilitator Guide, Participant Guide, Videos



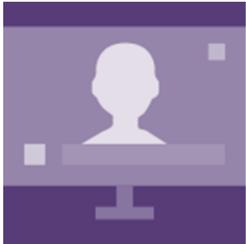
Capstone train-the-trainer event to disseminate the PLC materials



School Readiness partnership members autonomously build future PLCs



# Responsibilities of Partners



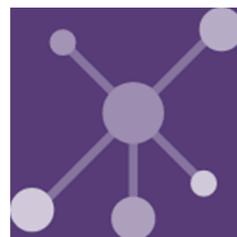
Participate in four 2-hour webinars and/or  
identify others to do so **2018-2019**



Participate in the development of the  
PLC materials **2017-2019**



Identify potential facilitators to participate  
in the train-the-trainer event **summer 2020**



Assist in dissemination **2020**



# Today's Objectives

Increase understanding of how to develop PLC materials by:



Discussing the development of PLC materials in general; and



Exploring our emergent literacy PLC materials and providing feedback on their development.



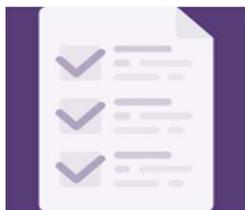
# Considerations for Developing PLC Materials



Evidence base



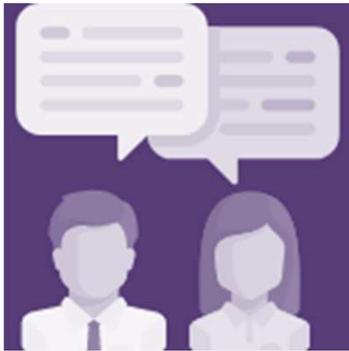
Scope and sequence



Format of each session



# Considerations for Developing PLC Materials (Cont.)



## Participant engagement



Activities



Topics of discussion



Videos



Handouts



# Considerations for Developing PLC Materials (Cont.)



Facilitator guidance



Collecting feedback



# Our Emergent Literacy PLC Goal



To provide a collaborative learning experience for early childhood educators to expand their knowledge of evidence-based emergent literacy key ideas and strategies. In turn, early childhood educators will provide 3–5-year-old children evidence-based emergent literacy instruction.



Module	Session/Topic	Min.
<p style="text-align: center;"><b>1</b> <b>PRINT</b> <b>KNOWLEDGE</b></p>	1. Introduction, Importance of Print Knowledge, & Features of Effective Instruction	90
	2. Explicit Small-Group Instruction	90
	3. Print Referencing During Read Aloud	60
<p style="text-align: center;"><b>2</b> <b>PHONOLOGICAL</b> <b>AWARENESS</b></p>	4. Importance of PA, Levels of PA	90
	5. Sound Pronunciation, Features of Effective PA Instruction	90
	6. Explicit Small-Group Instruction	60
<p style="text-align: center;"><b>3</b> <b>VOCABULARY</b></p>	7.	90
	8.	90
	9.	60
<p style="text-align: center;"><b>4</b> <b>ORAL</b> <b>LANGUAGE</b></p>	10.	90
	11.	90
	12.	60



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	8.	90
	9.	60
<b>4 ORAL LANGUAGE</b>	10.	90
	11.	90
	12.	60

**Consider the time per session.  
Is this realistic?**

**Consider a timeline for the entire  
PLC course.  
Is a year realistic?**



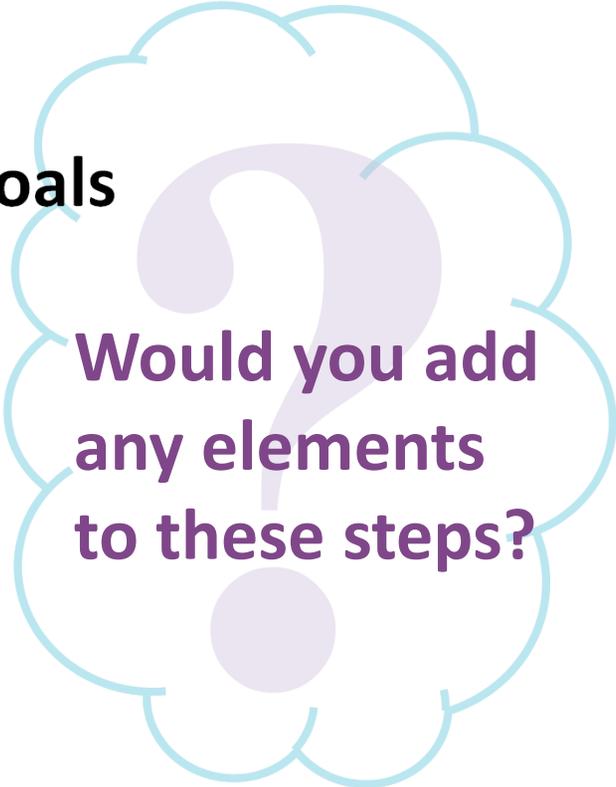
# Five-Step Process for PLC Sessions

- 1 Debrief**
- 2 Define & Discuss Session Goals**
- 3 Learn & Confirm**
- 4 Collaborative Practice**
- 5 Reflect, Plan, Implement**



# Five-Step Process for PLC Sessions

- 1 Debrief**
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Would you add any elements to these steps?

A light blue thought bubble graphic with a purple question mark inside. The text 'Would you add any elements to these steps?' is written in a purple, sans-serif font inside the bubble.



# Participant Engagement

Our Participant Guide will include:

- Evidence-based content to read
- Pre-K Literacy Standards for each state
- Collaborative and hands-on activities
- Video-viewing guides
- Sharing opportunities
- Lesson plan examples and templates
- Reflection questions for discussion
- Resources for further study



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**READILY  
AVAILABLE  
& FREE!**



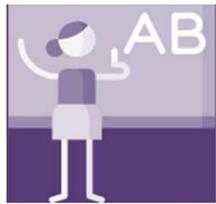
# FAQ's

FAQ	My Response Before Session 1	My Response After Session 3
Is there a recommended order to teach the alphabet?		
Which letters should be introduced first, upper or lower case (or should they be introduced together)?		
Should the letter sound be introduced at the same time as the letter or after children can recognize and/or name the letter?		



# Self-Study

Between PLC sessions, participants will:



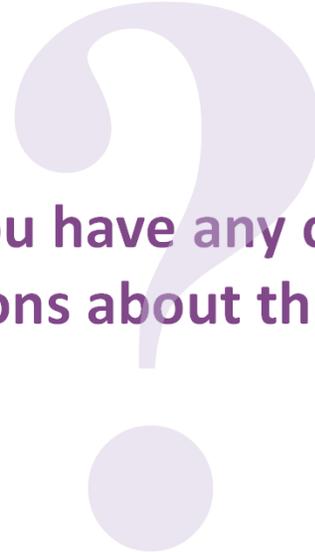
DO



WATCH



READ



Do you have any concerns  
or questions about the Self-Study?



# Facilitator Guidance

Our Facilitator Guide will include:

- Framework for each session (5-step process)
- Discussion questions
- Small-group activity directions
- Whole-group activity directions
- Key points about the videos





# Please Answer the Poll on Additional Facilitator Guidance



Which one is most important to you?

- A. Further reading for facilitators
- B. Suggestions on how to engage participants
- C. Troubleshooting suggestions on potentially controversial topics
- D. No additions necessary



# Please Answer the Poll on the Format of the Facilitator Guide

- A. PowerPoint slides with speaker notes
- B. Book-like
- C. Other



# Post-Webinar 1 Activity

(Submit Questions to Sheryl)

What are FAQs you have heard from the field about teaching **print knowledge**?



## Post-Webinar 2 Activity (Submit Questions to Sheryl)

What are FAQs from the field about teaching  
phonological awareness?



## Post-Webinar 3 Activity

### Submit Questions to Julie

What are FAQs from the field about  
teaching **vocabulary**?



## Wrap Up

- ✓ Look for a summary of today's session and a link to the [annual stakeholder survey](#) from Julie
- ✓ Email Julie [FAQs](#) on teaching vocabulary
- ✓ Watch for Module 1 and a [feedback](#) form in the fall

Thank you, Partners!