



**Regional Educational  
Laboratory Southeast**

# Conceptualizing a Plan to Conduct Effective PLC Facilitator Trainings

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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
- Feedback on Participant Guide
- Conceptualize a Plan for Conducting PLC Facilitator Trainings
- The Partnership's Focus for 2019
- Wrap Up



# 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 with evidence-based emergent literacy instruction.



# Responsibilities of Partners



Participate in four coaching webinars

2018-2019



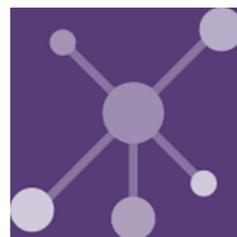
Participate in the development/feedback of the PLC materials

2017-2019



Identify potential facilitators to participate in the train-the-trainer event

summer 2020



Assist in dissemination

2020



# Southeast School Readiness Partnership Outcomes



A suite of Early Literacy PLC materials  
Facilitator Guide, Participant Guide, Videos



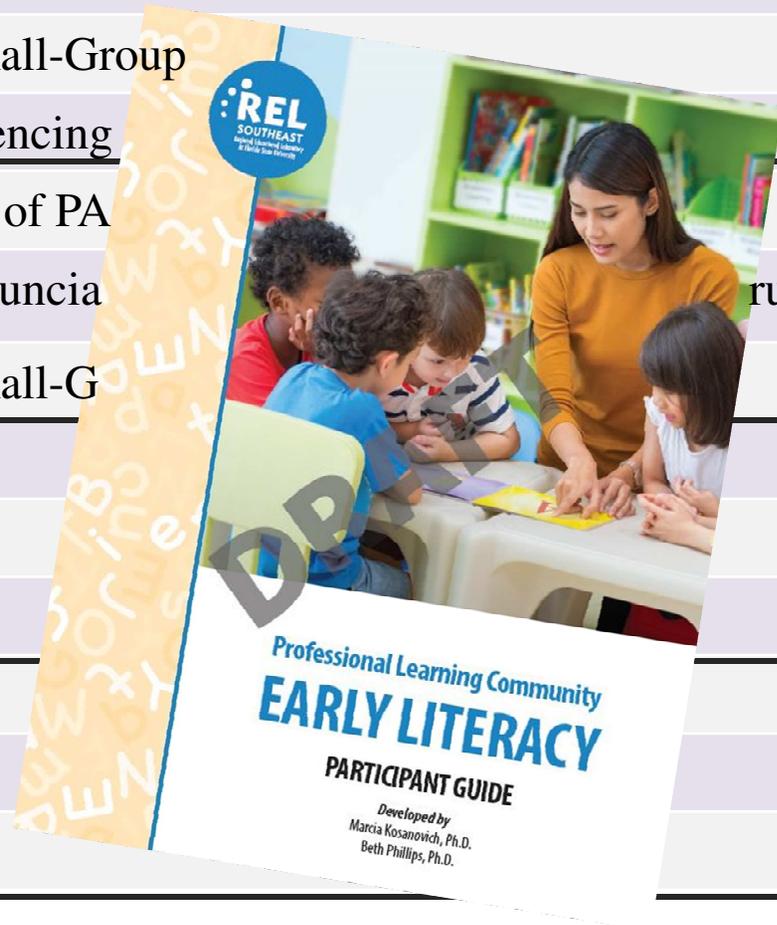
Capstone Train-the-Trainer Event  
Rollout, train trainers & teachers, & disseminate



Partners Autonomously Build Future PLCs



Module	Session/Topic	Min.
<b>1</b> <b>PRINT</b> <b>KNOWLEDGE</b>	1. Introduction, Importance of Print Knowledge, & Features of Effective Instruction	90
	2. Explicit Small-Group	90
	3. Print Referencing	60
<b>2</b> <b>PHONOLOGICAL</b> <b>AWARENESS</b>	4. Importance of PA	90
	5. Sound Pronunciation	90
	6. Explicit Small-Group	60
<b>3</b> <b>VOCABULARY</b>	7.	90
	8.	90
	9.	60
<b>4</b> <b>ORAL</b> <b>LANGUAGE</b>	10.	90
	11.	90
	12.	60

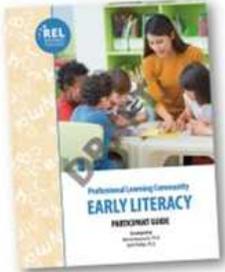




# Participant Engagement

Our Participant Guide includes:

- Evidence-based content to read
- A Look at Pre-K Literacy Standards
- Collaborative and hands-on activities
- Video-viewing guides
- Experience-sharing opportunities
- Lesson plan examples and templates
- Reflection questions for discussion
- Reproducible Materials
- Glossary & Resources for further study



**Professional Learning Community  
EARLY LITERACY**

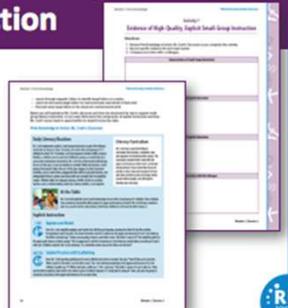
Module 1: Print Knowledge  
Session 2

Professional Learning Community: Early Literacy

The image shows the cover of a participant guide for the Professional Learning Community Early Literacy program. It features a photograph of a teacher and children in a classroom setting. The title 'Professional Learning Community EARLY LITERACY' is prominently displayed in blue and black text. Below the title, it specifies 'Module 1: Print Knowledge' and 'Session 2'. The REL Southeast logo is visible in the bottom right corner.

**Activity 7: Evidence of High-Quality, Explicit Small-Group Instruction**

1. Review *Print Knowledge in Action: Ms. Scott's Classroom*
2. Record evidence of explicit and implicit instruction and discuss.



Professional Learning Community: Early Literacy

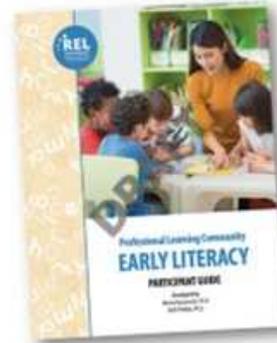
Module 1 | Session 2 | 11

This slide details Activity 7, which involves reviewing a video and recording evidence of instruction. It includes two numbered steps. To the right, there are screenshots of instructional materials, including a table titled 'Evidence of High-Quality Explicit Small-Group Instruction' with columns for 'Explicit Instruction' and 'Implicit Instruction'. The REL Southeast logo is in the bottom right corner.

## Our Facilitator Guide includes:

- A 5-step process Framework
- Discussion questions
- Small-group activity directions
- Whole-group activity directions
- Key points about the videos
- What to do/prepare, what to say





## Professional Learning Community EARLY LITERACY

### Module 1: Print Knowledge Session 2

Professional Learning Community: Early Literacy



#### NOTES:

- Session 2 will take approximately 90 minutes.
- Prior to Session 2, participants will have read content from the Participant Guide:
  - What Do I Teach?*
  - When Do I Teach?*
  - How Do I Teach?*
  - Print Knowledge in Action: Ms. Scott's Classroom*
- Italics in the speaker notes indicate something you and/or the participants should **do**. Regular font indicates what you should **say**.

**SAY:** Welcome and thank you for continuing to participate in our Professional Learning Community on Early Literacy! Today, we will meet for 90 minutes to continue *Module 1: Print Knowledge*.

*Briefly introduce yourself and facilitate introductions of participants, if needed.*



## Activity 7: Evidence of High-Quality, Explicit Small-Group Instruction

1. Review *Print Knowledge in Action: Ms. Scott's Classroom*
2. Record evidence of explicit and implicit instruction and discuss.

Professional Learning Community: Early Literacy

Module 1 | Session 2 | 11

**NOTES:** Allow about 4 minutes for this activity.

**SAY:** Turn to *Print Knowledge in Action: Ms. Scott's Classroom* on page X in your Participant Guide. In this scenario, Ms. Scott explicitly teaches print knowledge in a small-group setting. Review the scenario and look for characteristics of small-group instruction and evidence of explicit and implicit instruction.

Record the evidence on **Activity 7: Evidence of High-Quality, Explicit Small-Group Instruction on Page X** of your Participant Guide. Compare your answers and discuss notes with a colleague.

Allow 4 minutes for this activity. Then, ask for volunteers to share responses.

Answers may include:

**Characteristics of Small-Group Instruction**

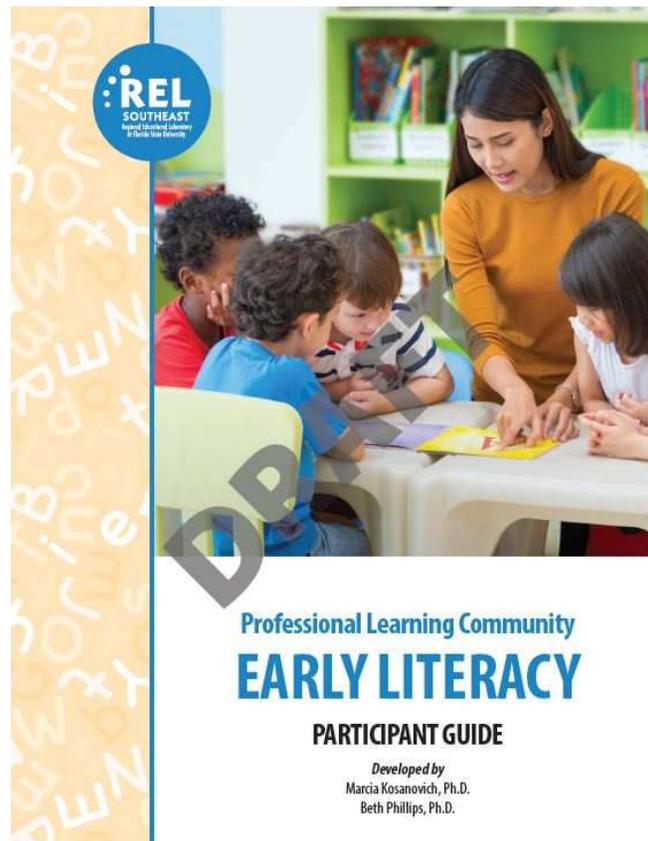
- Each day she works with small groups
- 3-4 children in each group
- 10-15 minutes for each group
- Flexible
- Teacher faces the rest of the class while teaching small group to monitor the rest of the class
- Other students engaged in planned activities during small-group instruction

**Evidence of Explicit Instruction**

- Models and explains the skill and activity
- Guided practice
- Scaffolds instruction
- Group responses and Individual turns
- I Do, We Do, You Do instructional routine
- Uses visuals (letter cards)



# Feedback





## Participant Guide Feedback: Strengths

- Opportunities to collaboratively practice strategies and discuss content
- Clear definitions, use of icons and graphics, and chunked content
- Emphasis on reflection
- Content is explicitly presented and evidenced-based
- *How Do I Learn More?* Section
- Video URLs



# Participant Guide Feedback: Suggested Revisions

- Include URLs for each state's early literacy standards
- Replace *the participant* with *you* for readability and user friendliness



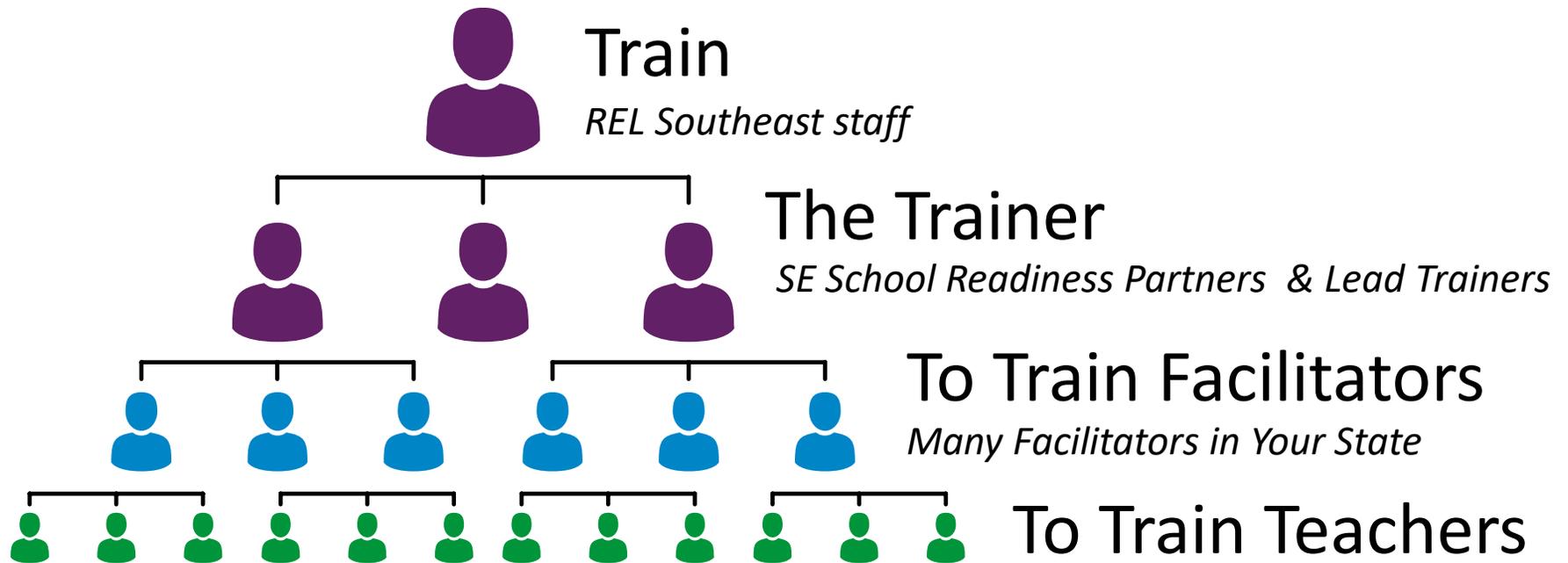
# Conceptualize a Plan to Conduct Effective PLC Facilitator Trainings



What considerations do you have as you design and implement PLC facilitator trainings?



# Capstone Train-the-Trainer Event





# Successes & Challenges in Trainings



Partner Points

Chat Panel





# Successes & Challenges in Trainings

- Communication/Inviting/Announcing the training
- Registration
- CEUs
- Venue selection
  - Travel
  - Food
  - Parking
  - Restrooms
  - Audio-visual equipment: microphone, house sound, computer, large screen, internet connection for videos
  - Seating
  - Supplies for notetaking
  - Materials assembly & dissemination: photo copying
- Engagement
  - Collaborative & hands-on activities
  - Video-viewing guides
  - Sharing opportunities
  - Reflection questions for discussion
- Evaluation

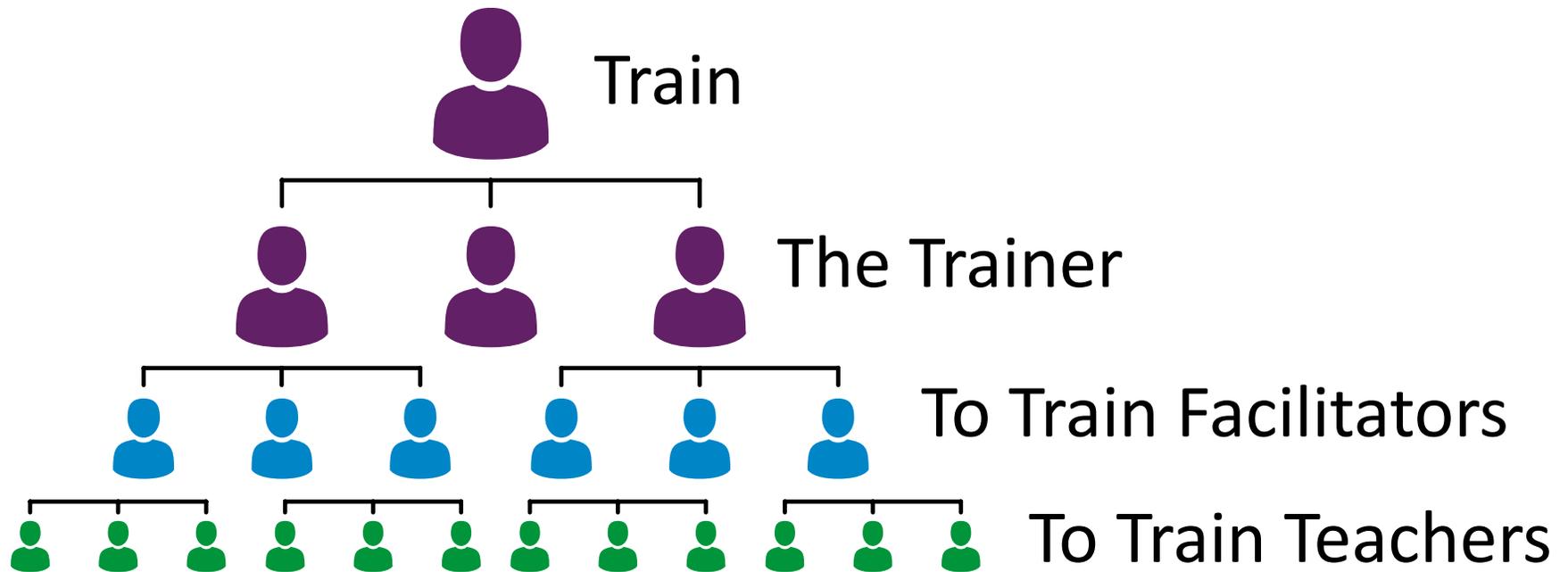


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# Capstone Train-the-Trainer Event





# Next Steps for Partnership Discussion

## Cross-state Collaborations

What topics would you like to address?

Chat Panel



Partner Points



## Post-Webinar 4 Activity Submit Questions to Sheryl

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

What are FAQs from the field about  
teaching **oral language**?



## Wrap Up

- ✓ Email Sheryl FAQs on teaching vocabulary and teaching oral language.
- ✓ Look for a summary of today's session from Sheryl.
- ✓ Look for an Email about our partnership's next steps from Sheryl.