

# Developing Early Literacy Professional Learning Communities (PLCs)

This guide for early literacy PLCs was developed to help state education agencies, local education agencies, and early childhood center leaders implement evidence-based emergent literacy instruction.





### What are the advantages of providing PLCs for educators in early childhood settings?



 Hear the Discussion

### What do PLCs look like in early childhood settings?



 Hear the Discussion

### What qualities should a PLC facilitator possess?



 Hear the Discussion

### What are some important considerations in developing early learning PLC materials?



 Hear the Discussion

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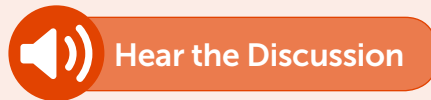
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# What is a PLC?

A PLC is a group of educators who collaborate to expand their knowledge and enhance their instruction to improve student achievement. PLC groups:

- Meet regularly.
- Learn about new topics.
- Share ideas.
- Problem solve.
- Read and discuss articles or books.
- Attend trainings or conferences.
- Ask experts to speak to the PLC.
- Work together in lesson planning.
- Have trained facilitators or team leaders who lead the PLC in discussions and activities that have been carefully planned and grounded in research.



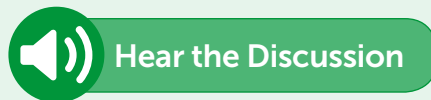
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# What are the advantages of providing PLCs for educators in early childhood settings?

PLCs can support early childhood educators in public or private centers who may have varying degrees of knowledge. Early childhood PLC groups:

- Provide ongoing, collaborative learning experiences.
- Expand teachers' knowledge of evidence-based ideas and instructional practices for supporting emergent literacy.
- Enable teachers to better prepare children for literacy instruction in kindergarten.
- Strengthen professional relationships.
- Build a culture focused on the goal of improving early learning for children.



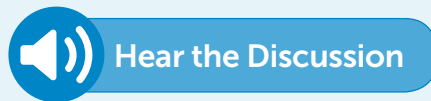
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# What do PLCs look like in early childhood settings?

PLCs may be composed of teachers serving the same or adjacent age groups. PLC groups:

- **Include lead teachers and assistants.**
- **Involve teachers from across the school, district, and region, as appropriate.**
- **Meet weekly or bi-weekly to maintain momentum in learning, collaboration, planning, and applying what is learned.**
- **Practice strategies in their classrooms.**
- **Have trained facilitators on site for constant support in applying new instructional practices.**
- **Provide ongoing learning, which is key to sustaining teachers' professional development.**



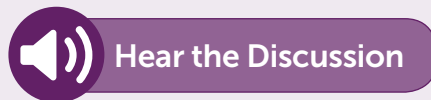
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# What qualities should a PLC facilitator possess?

There are important characteristics and skills that PLC facilitators need to be effective. PLC facilitators should:

- **Have strong backgrounds in and experience with the content being studied.**
- **Relate well to adult learners.**
- **Possess good communication skills and leadership experience.**
- **Utilize materials that are of high quality.**



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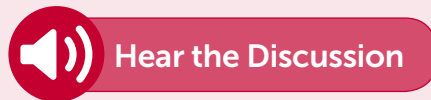
# What are some important considerations in developing early learning PLC materials?

Selecting a topic is the initial step for developing PLC materials. When selecting a topic, PLC groups:

- **Analyze data to determine areas of need.**
- **Address foundational emergent literacy skills.**
- **Focus on emergent literacy.**

Once a topic is selected, PLC groups should:

- **Use research literature on the topic to develop content.**
- **Utilize high quality sources of evidence, such as:**
  - [IES Practice Guides.](#)
  - [The National Early Literacy Panel Report.](#)
  - [What Works Clearinghouse.](#)
  - [The Iris Center summaries.](#)



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