



Professional Learning

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Facilitator's Guide

PROFESSIONAL LEARNING:

Equitable Family-School Partnerships to Support High Early Literacy Outcomes

Prepared for the Michigan Department of Education
by the Region 8 Comprehensive Center



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About the Facilitator's Guide

Purpose

This facilitator's guide for the *Professional Learning: Equitable Family-School Partnerships to Support High Early Literacy Outcomes* was designed to support individuals or teams in the intentional planning and facilitation of a high-quality learning opportunity for educators.

What Is Inside

This guide provides facilitators with a structured agenda and process notes for engaging others in the exploration and use of the Michigan Department of Education's resources for establishing equitable family-school literacy partnerships to support early literacy. Although the described agenda and processes have been vetted with various groups, you are encouraged to employ a flexible approach based on your perception of the knowledge and skill levels of the participants and the context in which they work.

Note: The specific content to share for each slide can be found in the notes section of the PowerPoint.

Definition of Family Engagement

- » Take a minute to write down your definition of **family engagement** on page 4 of the Playbook.
- » In your small group:
 - > Share your name, role, and office/school.
 - > In round robin fashion, share your definition of family engagement.
 - > Listen for common themes across definitions.
 - > Discuss the themes you heard.



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Say, "Now that you better understand the benefits of family engagement to support literacy, let's unpack what it is that we mean by family engagement. Please take a minute to write down your definition of family engagement on page 3 of the Playbook."
[Give them 1-2 minutes]

Notable Features:

Each section of the agenda includes a table with facilitator process notes with the following notable features:

Process Notes

1	Topic	What are the session goal, learning outcomes, and agenda?
	Time	10 minutes
	Outcome	Participants will understand the purpose and outcomes of the session.
Strategies		Materials
Presentation* <ul style="list-style-type: none"> Welcome participants (Slides 1-2). Introduce yourself and the facilitator(s). Provide overview of session goal, learning outcomes, and agenda (Slides 4-7). Introduce the Playbook (Slide 8). Introduce participants to the notion of double track learning. (slide 9). Ask them to reflect on: (a) their own learning of the content and resources, and (b) how you might use or adapt today's activities to engage others in learning about today's content and resources. Introduction of Group Norms* <ul style="list-style-type: none"> Present norms and the rationale behind their use (Slide 10). Ask participants if there are any norms they do not understand or norms they would like to add. <ul style="list-style-type: none"> Ask for a show of hands to demonstrate the group's agreement to follow the norms. (If the session is virtual invite participants to use the "thumbs-up" reaction icon on the screen.) 		Playbook Page: <ul style="list-style-type: none"> 1 Slides: <ul style="list-style-type: none"> 1-10
Notes		

Built-in headers:

Each section of the agenda includes a table with process notes. Common headers are used to make it easy to find what you are looking for.

Topic:

The essential question is intended to focus the learner on what is important in the specified section of the agenda. The question describes and promotes inquiry and discovery of the subject being addressed.

Time:

The total time allocated for each section is found at the top of the table. Superscripts under strategies indicate how much time is needed for each activity/strategy.

Outcome(s):

Indicates which of the session learning outcomes are supported by the described strategies.

Strategies:

Describes a plan of action for ensuring the participants can answer the essential question and achieve the desired outcome.

Materials:

A list of the slides and pages in the Playbook relevant to a given section are provided in the right column. Other resources such as videos and chart paper are also listed when appropriate.

Notes:

Each table includes a notes section for reminders, reflections, questions, or changes to the agenda.

Session Goal, Outcomes, and Agenda

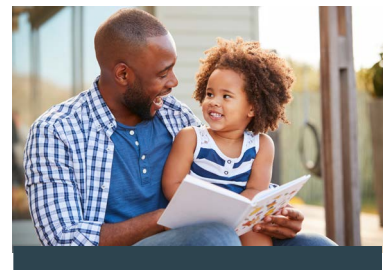
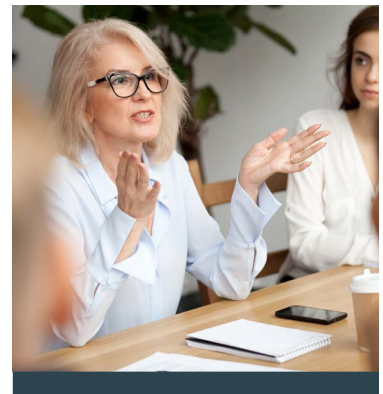
Session Goal

To increase the capacity of participants to support educators' effective use of the Michigan Department of Education's resources for equitable family-school partnerships to achieve high early literacy outcomes.

Outcomes

Participants will leave the session with:

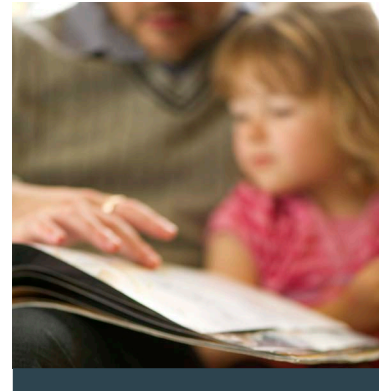
- An increased understanding of the shift from traditional family involvement to equitable family-school partnerships that achieve high early literacy outcomes.
- The ability to explain the benefits of and practices for overcoming barriers to equitable family-school literacy partnerships that achieve high early literacy outcomes.
- The ability to articulate the benefits of using the *Prekindergarten Through Third Grade Equitable Family-School Literacy Partnership* resources to increase family-school literacy partnerships to support high early literacy outcomes.
- The ability to articulate the ways that these resources can be used to support high early literacy outcomes.
- Ideas for disseminating and supporting others in the use of these resources through intentional planning.



Agenda

(Superscripts indicate the time allocated for each section of the agenda.)

- The Goal, Learning Outcomes, and Agenda for this Session¹⁰
- Exploration of the What, Why, and How of Equitable Family–School Partnerships⁵⁸
- Break¹⁰
- Exploration of How to Establish and Sustain Equitable Family–School Literacy Partnerships¹⁰
- Exploration of the Content, Use, and Benefits of the Prekindergarten–Third Grade Equitable Family–School Partnership Literacy Resources²⁷
- Break¹⁰
- Dissemination of Resources²⁵
- Final Reflections⁵



Process Notes

1	Topic	What are the session goal, learning outcomes, and agenda?
	Time	10 minutes
	Outcome	Participants will understand the purpose and outcomes of the session.
Strategies		Materials
<p>Presentation⁵</p> <ul style="list-style-type: none"> Welcome participants (Slides 1-2). Introduce yourself and the facilitator(s). Provide overview of session goal, learning outcomes, and agenda (Slides 4-7). Introduce the Playbook (Slide 8). Introduce participants to the notion of double track learning (Slide 9). Ask them to reflect on: (a) their own learning of the content and resources and (b) how you might use or adapt today's activities to engage others in learning about today's content and resources. <p>Introduction of Group Norms⁵</p> <ul style="list-style-type: none"> Present norms and the rationale behind their use (Slide 10). Ask participants if there are any norms they do not understand or norms they would like to add. <ul style="list-style-type: none"> Ask for a show of hands to demonstrate the group's agreement to follow the norms. (If the session is virtual, invite participants to use the "thumbs-up" reaction icon on the screen.) 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> 1-2 <p>Slides:</p> <ul style="list-style-type: none"> 1-10
Notes		

2a	Topic	What is equitable family engagement? Why is it important?
	Time	26 minutes
	Outcome	<p>Participants will leave the session with an increased understanding of the shift from traditional family involvement to equitable family-school partnerships that achieve high early literacy outcomes.</p> <p>Participants will have the ability to articulate the benefits of using the <i>Prekindergarten Through Third Grade Equitable Family-School Literacy Partnership</i> resources to increase family-school literacy partnerships for high early literacy outcomes.</p>
Strategies		Materials
<p>Small Group Engagement¹¹</p> <ul style="list-style-type: none"> Ask participants to briefly reflect on why family engagement is important on page 3 in the Playbook (Slide 12). Ask for a couple of volunteers to share out. Next, ask participants to write their definition of family engagement in the Playbook on page 4 (Slide 13). Tell them they will come back to the definition later in the session (Slide 13). Read the directions on Slide 13 to participants before putting them into small groups of three to four people (if session is virtual, create breakout rooms). Let participants know they will have 10 minutes in their small group. Give participants a 1-minute warning before they return to the large group. Before viewing the MiFamily Engagement Framework video (Slide 14), ask participants to listen for the definition of family engagement and the five principles of family engagement presented in the video. Play the MiFamily Engagement Framework video. <p>Reflections and Small Group Engagement¹⁵</p> <ul style="list-style-type: none"> After viewing the video, show the definition that is in the MiFamily Engagement Framework (Slide 15). Ask participants to go back to page 4 in the Playbook and compare their previous family engagement definition to the MDE's and revise as necessary on page 5. Ask participants to respond to the two questions listed on Slide 16 using the space on page 6 in the Playbook. Tell participants they will be placed in small groups and given 5 minutes to share their responses. Place participants into small groups and allow time for them to share their reflections (if virtual, use breakout rooms). 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> 3-6 <p>Slides:</p> <ul style="list-style-type: none"> 12-16 <p>Video:</p> <ul style="list-style-type: none"> MiFamily Engagement Framework

Strategies	Materials
<ul style="list-style-type: none"> • When back as a whole group, ask for a few volunteers to share highlights from their small group discussion. • If meeting in person and time allows, chart their responses. • To conclude, summarize key ideas and themes shared by the group if time allows. <p>Questions and Answers</p> <ul style="list-style-type: none"> • Invite questions. • Respond to questions as time permits. 	
<p>Notes</p>	

2b	Topic	What are equitable family-school partnerships? Why are they important?
	Time	12 minutes
	Outcome	Participants will leave the session with an increased understanding of the shift from traditional family involvement to equitable family-school partnerships that achieve high early literacy outcomes. Participants will also be able to explain the benefits of and barriers to equitable family-school partnerships.
Strategies		Materials
<p>Mini Lesson⁵</p> <ul style="list-style-type: none"> • Provide a brief overview of the concept of windows and mirrors (Slide 18). • Remind participants of the space where they can take notes on the concept of windows and mirrors on page 8 of the Playbook. • Provide a brief overview of what equitable family-school partnerships are (Slide 19). • Remind participants that they can continue to take notes on the concept of equitable family-school partnerships on page 8 of the Playbook. • Ask participants to take 1-2 minutes to write their reflections on the presented concepts at the bottom of page 8. • Ask for 1-2 volunteers to share out their thoughts. <p>Reflections⁷</p> <ul style="list-style-type: none"> • Ask participants to go to page 9 of the Playbook and respond to the questions on Slide 20. • Ask for a few volunteers to share their ideas. (If meeting virtually, ask people to post their contributions in the chat box.) • Share what the literature identifies as barriers to equitable family-school partnerships listed on Slide 21. • Ask participants to compare their generated list to what was presented and write what they notice about their list on page 9 of the Playbook. • Ask for a few participants to share their reactions. 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> • 7-9 <p>Slides:</p> <ul style="list-style-type: none"> • 17-21
Notes		

2c	Topic	How do you establish and sustain equitable family-school partnerships?
	Time	20 minutes
	Outcome	Participants will leave the session with the ability to explain the benefits of and practices for overcoming barriers to equitable family-school literacy partnerships that achieve high early literacy outcomes.
Strategies		Materials
<p>Mini Lesson⁵</p> <ul style="list-style-type: none"> Share the diagram of the systemic approach to equitable family-school partnerships listed on Slide 23. Share the strategies and practices that include a systemic approach to dismantling barriers and promoting equitable family engagement listed on Slide 24. <p>Reflection and Activity¹⁵</p> <ul style="list-style-type: none"> Select which option to use based on your participants, context, and available time (Slide 25, Playbook pages 10–11). <p>Option 1 (20 minutes)</p> <ul style="list-style-type: none"> To better understand and implement equitable family engagement practices, engage participants in the use of the rubric on page 10 of the Playbook. Ask participants to review the list of equitable family practices and evaluate how well they have seen those practices implemented in their district or school. Then have them go to page 11 of the Playbook and write about an area of strength in their learning environments and describe one priority that needs improvement. Encourage participants to take the activity back to their colleagues, team, or working group. Consider making copies of the blank version of this document, so participants can go back to their work settings and ask their team members to evaluate their practices, discuss the data together, and determine action steps. Ask for volunteers to share what they learned from the activity or how they might use the activity in their contexts. <p>Option 2 (5 minutes)</p> <ul style="list-style-type: none"> Ask participants to review the tool and ask for volunteers to share out how they might use the activity in their contexts with colleagues. Remind the group that early in the session they explored the benefits of equitable family engagement. 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> 10–11 <p>Slides:</p> <ul style="list-style-type: none"> 22–26

Strategies	Materials
<p>Reflections</p> <ul style="list-style-type: none"> Ask participants to review the benefits and react to the What, Why, and How of equitable family-school partnerships for literacy (Slide 26) on page 11 in the Playbook. 	
<p>Notes</p>	
<p>Break</p>	<p>Time: 10 minutes (Slide 27)</p>

3	Topic	How can equitable family–school partnerships promote Prekindergarten Through Third Grade development? What resources are available to promote such partnerships?
	Time	10 minutes
	Outcome	Participants will leave the session with the ability to articulate the benefits of using the <i>Prekindergarten–Third Grade Equitable Family–School Literacy Partnerships</i> resources to support high early literacy outcomes.
Strategies		Materials
<p>Mini Lesson¹⁰</p> <ul style="list-style-type: none"> • Explain the conceptual framework for equitable family–school partnerships (Slide 29 and found on page 12 of the Playbook) and the connection of the resources to the framework (Slide 30). • Describe the three types of resources listed on Slide 30 (leadership briefs, teacher briefs, and infographics for teachers). • Share that the hyperlinks to the briefs can be found in the Playbook Appendix. • Provide a brief overview of the three Leadership briefs (Slide 31). • Next, provide an overview of the teacher briefs, Prekindergarten and Kindergarten Through Third Grade, and the corresponding family infographics (Slide 32). <p>Reflection</p> <ul style="list-style-type: none"> • After viewing the conceptual framework and providing an overview of the resources, provide participants with time to reflect on the question on page 13 of the Playbook (Slide 33). 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> • 12–13 <p>Slides:</p> <ul style="list-style-type: none"> • 28–33 <p>Reference:</p> <ul style="list-style-type: none"> • Literacy Essentials
Notes		

4	Topic	What are some of the benefits of using the MDE resources to support an increase in equitable family-school partnerships for high early literacy outcomes?
	Time	27 minutes
	Outcome	<p>Participants will leave the session with the ability to articulate the benefits of using the <i>Prekindergarten Through Third Grade Literacy Development Through Equitable Family School Partnerships</i> resources to increase family-school literacy partnerships for high early literacy outcomes.</p> <p>Participants will leave the session with the ability to articulate ways these resources can be used to support high early literacy outcomes.</p>
Strategies		Materials
<p>Small Group Activity²⁰</p> <ul style="list-style-type: none"> Share the purpose of this activity (Slide 35). Before putting the participants in small groups of four, review all the directions for this activity as described on Slide 36 and on also on page 14-15 of the Playbook. Emphasize that everyone will be given 12 minutes to individually read their resource(s) and prepare to share information about the resources with the other pair in their group of four. Each pair in the group of four has 6 minutes to share information about their resources. Before putting people in small groups, ask if there are any questions. Give a 1-minute warning before bringing everyone back to the large group. <p>Reflection³</p> <ul style="list-style-type: none"> Invite participants to respond to the reflection questions on Slide 37 in the Playbook on page 15. If time allows, ask a few people to share their reflections to the entire group. 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> 14-15 <p>Slides:</p> <ul style="list-style-type: none"> 34-37
Notes		
Break	Time: 10 minutes (Slide 38)	

5	Topic	How can you share the resources to ensure ongoing use?
	Time	25 minutes
	Outcome	Participants will leave the session with ideas for disseminating and supporting others in the use of the <i>Prekindergarten Through Third Grade Equitable Family–School Partnerships</i> resources through intentional planning.
Strategies		Materials
<p>Mini Lesson (overview of section purpose, benefits, activity)²</p> <ul style="list-style-type: none"> Provide an overview of the remaining portion of the professional learning session starting with the purpose of the proceeding activity and its benefits (Slide 40). Note: This activity will have three parts that participants will do first individually and then in their small groups. <p>Individuals³</p> <ul style="list-style-type: none"> Have participants go to page 16 in the Playbook and point out the space for them to brainstorm groups with whom they could share the resources (Slide 41). Give them time to complete the brainstorming list (1 minute). Next, walk participants through Slides 42–44 with the Head Start example, pointing out that they have the same information on page 17 of the Playbook. <p>In Small Groups or “Like” Pairs¹³ (If this is a virtual session, use breakout rooms.)</p> <ul style="list-style-type: none"> After walking participants through the example on Slides 42–44, direct their attention to the blank template on page 18 of the Playbook (Slide 45) and explain that they will complete the template across all columns for at least one group from the brainstorming activity in a small group. Then, direct participants to page 19 of the Playbook. Participants will identify the first two to three steps they can take to begin sharing the resources and supporting the selected group’s use of them (Slide 46). Participants should have information across the columns on the template and two to three action steps for at least one group when time is up. After explaining the steps above, send participants into small groups for 15 minutes. Give a 1–minute warning before bringing everyone back to the large group. <p>Sharing Action Plans (first steps)³</p> <ul style="list-style-type: none"> Bring the small groups/pairs back together when the 15 minutes are up. Ask for one or two volunteers to share their plans by reading across the columns of the template and sharing their action steps. 		<p>Playbook Page(s):</p> <ul style="list-style-type: none"> 16–19 <p>Slides:</p> <ul style="list-style-type: none"> 39–48

Strategies	Materials
<p>Reflection⁴</p> <ul style="list-style-type: none"> • Invite participants to reflect individually on the questions on page 19 of the Playbook (Slide 47). • Ask for volunteers to share their insights related to Question 3 regarding what success looks like. • Finally, ask participants to share examples of where these equitable family-school practices are being implemented successfully (Slide 48). They will put these examples in the chat if virtual or on post-it notes if in person. They can continue to do this until the end of the session. 	
<p>Notes</p>	

6	Topic	Final reflections
	Time	5 minutes
	Outcome	Participants will leave the session able to make connections between what they learned and their own work.
Strategies		Materials
Reflections⁵ <ul style="list-style-type: none"> • Invite participants to reflect individually on the questions on page 17 in the Playbook (Slide 49). 		Playbook Page: <ul style="list-style-type: none"> • 20 Slides: <ul style="list-style-type: none"> • 49
Notes		

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ACKNOWLEDGMENTS

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APPENDIX

The resources listed below were developed by the MDE literacy team with assistance from the federally funded Region 8 Comprehensive Center to support educators in building family-school partnerships to enhance students' literacy development at school and at home. The evidence-based briefs for school leaders and teachers, in tandem with the infographic one-pagers for families, are intended to assist schools with their work in building families' capacity to engage effectively in literacy-based activities with their children. All resources are available on the Michigan Department of Education's [website](#).

Resources for Administration

[Leadership Strategy 1](#)

[Leadership Strategy 2](#)

[Leadership Strategy 3](#)

Resources for Prekindergarten

[Provision of Abundant Reading Materials for Prekindergarten](#)

[Read Alouds for Prekindergarten](#)

[Interactions Around Writing for Prekindergarten](#)

[Family Infographic: Opportunities to Read for Prekindergartners](#)

[Family Infographic: Read Alouds for Prekindergartners](#)

[Family Infographic: Writing for Prekindergartners](#)

Resources for K-3

[Abundant Reading Materials and Reading Opportunities for Grades K-3](#)

[Read Alouds for Grades K-3](#)

[Writing for Grades K-3](#)

[Family Infographic: Opportunities to Read for Grades K-3](#)

[Family Infographic: Read Alouds for Grades K-3](#)

[Family Infographic: Writing for Grades K-3](#)