Listening Session – August 22, 2018

Washtenaw ISD

What are the current literacy strengths you see in the state that should be replicated?
- Growth and understanding of the 10 Essentials
- Work of the Early Literacy Task Force and Reading Now Network
- Continued coaching – need to expand
- Continued openness around data/outcomes – need to create a non-threatening environment that encourages collaboration around data
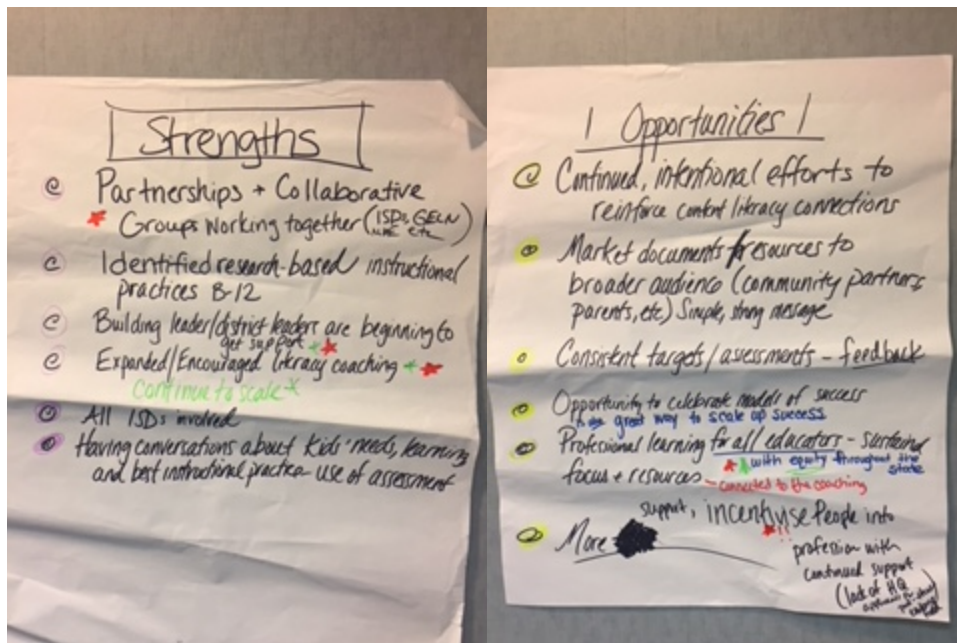
What are opportunities for bold systemic change throughout the state that will ultimately improve literacy and overall education for all students?
- Restructure policy – MDE, ISDs – How can we create change with so much local control? We need to all follow a consistent path.
- Strong PreK model – need universal PreK tightly woven with compulsory Kindergarten
- Create a marketing campaign around the literacy deficits in our state
- Advertise how parents can help their students at home – explain the importance of exposing children to as much language as possible
- Teacher feedback loops and opportunities for teachers to collaborate on a daily basis – teachers need time to reflect on the mistakes they made and how they can improve
- Teacher prep – we have a teacher shortage right now, which means we push new teachers into the classroom whether they are ready or not
- Awareness campaigns need to be created – must have collective action with the community to strengthen and sustain
- Summer programming – need an extension of the school year, as we will not get anywhere with summer loss
- Involve families, community, and pediatricians – pediatricians pay attention to children's early development and could encourage language development prior to coming to school
- Need to access other community groups that interact with students prior to coming to school – the tent needs to be bigger to reach all students
- Over 200 community members are creating a "Talking is Teaching" campaign in Livingston County to teach parents how to help with language development – how can these efforts be expanded?
  *Further details are written on chart paper – these were the discussed ideas. *

To end the listening session, each participant stated an important area of focus in three words or less.
- Whole Child
- Educate Parents
- Families
- Student Voice
- Everybody
- Parent Awareness
- Community Impact
- Outreach
- Collaboration
- Strategic Partnerships
- Collective Action
- Collective Efficacy

Poster 1 (top left)

Strengths

- School wide – Center wide Document
- Screener Tool for ↑
- Coaching Network – ISD & Districts – Build Expertise
- Coaching Essentials
- Assessment Transparency & sense of urgency
- IRIP
- Read at Home Plan
- Essential Instructional Practices in Early Literacy

→ Research in classroom – deeper learning needed

Opportunity

- Clearly define expectations for...
- ∴ Student outcome at multiple levels
- Creating literacy leadership teams to support local leadership
- ⭐ To expand public awareness w/ partner through different media
  → Share our story
- Collaboration — w/ local radio, tv, library to spread the word — pediatricians
- ‼️ Parent awareness based on Read at Home Plan
  → ELTF Parent Re...

Poster 2 (top right)

Strengths

- GSRP ———→
- Framework for Literacy Coaching ———→
- 6-12 Literacy Essentials ———→
- Networking Esp. ISD level to CEPN to Early Lit to Reading Now Force to across Stakeholders ———→

"Ch" Opportunities

- Universal Pre-K ~30%, mandatory Kdg ~90%
- Opps to scale ↑ (all need to – how many more students)
- interdisciplinary time – break & instructional time (other school structure ideas) – summer learning loss
- Feedback loops & real opps for collab. esp. by practitioners & partners
- Explore alternate structures for time that prioritize research & schools
- focus on engagement/collab.
- Teacher preparation. Guided & supported w/ high expectations. Just like our So. District/THE partners, MSU learning capacity w/ university setting
- ⭐⭐ Restructuring our school/district/state governance models to reflect reality. **BIG PICTURE!!**

Poster 3 (bottom left)

Strengths

- Ottawa ISD * Ready Now Network (RNN)
  → what are they doing to foster C.E.?
  → How do we replicate & scale?
  → What do they see as next steps?
      Show connections to the data → student outcome data
- 20-county collaboration
  → May we come & visit for learning walks?
  → What conditions were in place to foster this work & C.E.?
- Literacy Essentials
  → researched
  – supported with modules !
  – 6-12 can't come soon enough ‼️
- SOEL Network
  – collaboration, setting conditions
  – teacher action research

Poster 4 (bottom right)

Opportunities * Universal PK !

- SOEL & RNN — figuring out how to connect Birth → 8 yrs
  └ leadership
      └ Instructional practices
  → Learn from each other & share
  → Learning & implementing
- University connections
  → preparing new teachers, PLCs
  → Sharing their research + knowledge
- Build on PLCs
  → address gaps in Essentials
  eg. Social justice, equity, inclusion
  ⭐! Assumption of dominant culture
      needs respect for multiple communities
  → critical analysis
  → responsive literacy + math restorative literacy

Strengths

- School-wide, center-wide document
- Screener tool for coaching network – ISD and districts – building expertise
- Coaching essentials
- Assessment transparency and sense of urgency
- IRIP
- Read at home plan
- Essential Instructional Collaboration Practices in Early Literacy
- Research in classroom – deeper learning needed – with local radio, tv, library to spread the word
- GSRP
- Framework for literacy coaching
- 6-12 literacy essentials
- Networking, especially level
  - GELN
  - Early Literacy Task Force
  - Reading Now Network
- Collaborate across stakeholders
- Ottawa ISD – Reading Now Network (RNN)
  - What are they doing to foster CE?
  - How do we replicate a scale?
  - What do they see as the next steps? – show connections to the data →student outcome data

- 20-county collaboration
  - May we come and visit for learning walls?
  - What conditions were in place to foster this work and CE?
- Literacy Essentials
  - Researched
  - Supported with modules!
  - 6-12 can't come soon enough!!
- SOEL Network
  - Collaboration, setting conditions
  - Teacher action research
- Partnerships and collaborative groups working together (ISDs, GELN, MDE, etc.)
- Identified research-based instructional practices B-12
- Building leader/district leaders are beginning to get support
- Expanded/encouraged literacy coaching – continue to scale
- All ISD's involved
- Having conversations about kids' needs, learning, and best instructional practice – use of assessment

Opportunities

- Clearly define expectations for…
- Student outcomes at multiple levels
- Creating ISD literacy leadership teams to support local leadership
- To expand public awareness of urgency through different media, share our story – especially community big partnerships with local radio, tv, library to spread the word
- Parent and pediatrician's awareness based on Read at Home Plan → ELTF parent page
- Universal Pre-K – 30%, mandatory kindergarten – 80%
- Opportunities to scale – still need to reach many more students
- Interdisciplinary time – break down instructional time (other school student ideas) Ex: summer learning loss
- Feedback loops and educational opportunities for collaboration, especially by practitioners – explore alternate structures for time that prioritizes research in schools – focus and engagement collaboration
- Teacher preparation – guided and supported with high expectations just like our SS district/IHE partners, NOT lowering capacity, not sacrificing quality
- Restructuring our school/district/state governance models to reflect realities BIG PICTURE!!
- Universal Pre-K!
- SOEL and RNN leadership – instructional practices – figuring out how to connect birth →8 years
- Learn from each other and share

- Learning and implementing
- University connections
  - Preparing new teachers, PLCs
  - Sharing their research and knowledge
- Build on PLC's
  - Address gaps in essentials Eg: social justice, equity, inclusion, assumption of dominant culture <u>needs</u> respect for multiple Ps – community
  - Critical analysis
  - Responsive literacy and math – restorative literacy
- Continued, intentional efforts to reinforce content literacy connections
- Market documents/resources to broader audience (community partners, parents, etc.), simple, strong message
- Consistent targets/assessments – <u>Feedback</u>
- Opportunity to celebrate models of success is <u>also</u> a great way to scale up success
- Professional learning <u>for all educators</u> – sustained with <u>equity</u> throughout the state – focus and resources connected to the coaching
- More support and incentive m- people into profession with continued support (lack of HQ)