



Partnerships for Literacy

Family Engagement and Community Partnerships for Early Literacy

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Agenda

- Systems coaching practices and *Partnerships for Literacy*
- Opportunities and issues for fidelity of implementation
- Review *Inventory, Creating a School Plan, and Coaching Service Delivery Plan*
- Practice facilitating team discussions
- SSIP Year 4/SPDG Year 2, coaching implementation and monitoring



The WHY of Partnerships for Literacy

Each Child Our Future
In Ohio, each child is challenged, prepared and empowered.

Vision
In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

One Goal
The one and only goal is the guarantee of 100% literacy for every child in every generation. We commit ourselves to ensure that every child in every generation has the opportunity to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

- Foundational Knowledge & Skills
- Work-Based Learning
- Learning & Reading
- Personal & Social

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Early literacy
2. Multiple exposures
3. Quality early childhood education
4. Family involvement in learning
5. Personalized learning
6. Assessment for learning
7. Quality teacher preparation
8. Quality teacher education
9. Quality teacher development
10. Quality teacher evaluation

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The HOW: Family Engagement

THE IMPACT OF FAMILY INVOLVEMENT ON THE EDUCATION OF CHILDREN AGES 3 TO 8
A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills

- 10 years of research
- 52 studies
- Family involvement practices as they affect early literacy (ages 3-8)


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Children benefit when parents and family members get involved in their learning and development. This conclusion is supported by decades of research that suggest that family engagement is positively linked to children's outcomes in preschool, kindergarten, and early elementary grades.

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- Studies demonstrate family involvement is positively linked to children literacy skills.
- Weakest link was between family involvement *at school* and children's outcomes.
- Parents from diverse backgrounds, when given direction, can be more engaged – and their children can increase their reading skills – more so than children whose parents are operating without support or direction.

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- Interventions that were sustained and targeted were the most effective.
- Interventions that lasted for longer period of time and, were clearly defined in relation to outcomes that logically flow from a theory of change
- were associated with greater gains in achievement.

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- Schools and community groups must be intentional about including families as an integral part of their school or program.
- This outreach is important for all parents –
- and especially so for those whose children are most at risk of having learning problems.

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The WHAT: Partnerships for Literacy

- Team of parents and teachers
- Inventory of current practices
- Developing a local plan
- Implementation and monitoring
- Sustained and implemented with fidelity



2019 Timeline Cohort 1

January - February	Building the school's P4L team
By February 28	Report on P4L team in dashboard
January - May	Meet several times as a team to complete P4L inventory and create action steps
By May 30	Report on (1) P4L inventory, (2) Action Steps, and (3) Coaching Plan in the dashboard

2019-2020 Timeline Cohort 1 F.E.L.

2019-2020	Shift from facilitator to coach for school leader and team. Follow your coaching plan to support implementation & evaluation of action steps.
By February 28	Report on P4L team in dashboard
By May 30	Report on: (1) new P4L inventory results, (2) new Action Steps (3) updated Coaching Plan in the dashboard.

2019-2020
Timeline
Cohort 1
School Team

2019-2020	<ul style="list-style-type: none"> • Meets regularly • Invites new members as needed • Implements, monitors, and evaluates family engagement action steps • Conduct Inventory March-April • Develop action steps for 2020-2021
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2019 – 2020
Timeline
Cohort 2
F.E.L.

September - December	Complete Focused Discussions 1-4
December 31	Submit Focused Discussions Feedback on Dashboard
January - February	Building the school's P4L team
By February 28	Report on P4L team in dashboard
January – May	Meet several times as a team to complete P4L inventory and create action steps
By May 30	Report on (1) P4L inventory, (2) Action Steps, and (3) Coaching Plan in the dashboard

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Reflect

1. What is your role in supporting Partnerships for Literacy (family engagement) in the SSIP schools in my region?
2. What do you hope to gain today?
3. What are you most excited about in your work with the school(s) currently, or for the future?



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Implementation with Fidelity

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Stages of Implementation

Pre-Exploration	Not intending to make changes
Exploration	Actively considering a change
Installation	Preparing for use of the innovation
Initial Implementation	Actively engaged in learning how to do and support the doing of innovation
Full Implementation	Actively working to make full use of innovation as part of typical functioning

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Implementing Partnerships for Literacy with Fidelity

- Core Components
- Must dos? Non-negotiables?
- Connections/feedback with system of leadership?
- As a group:
 - Discuss and record
 - Consult with binder
 - Report out (spoken, written, other)

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Stretch Break



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Coaching for fidelity and sustainability

- Systems coaching (Process Coaching)
- Effective Communication Strategies
 - Paraphrasing
 - Pausing
 - Probing questions
 - Presuming Positive Intent
 - Body language
 - Minimal encouragement



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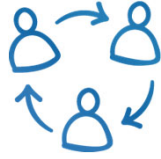
5 Coaching Questions

1. What's working?
2. How do you know?
3. What's not working?
4. How do you know?
5. What will you do next?



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Let's practice!



- Groups of three
 - Speaker
 - Coach
 - Observer
- 3 minutes speaking/listening
- 1 minute for observer to provide feedback
- 1 minute of discussion



Inventory: Three Areas

- Communication (7 items)
- Supporting Early Language and Literacy at Home (6 items)
- Strategic Community Partnerships (4 items)



The Inventory

- Intended to be completed by a team of family members, teachers, Administrators, and community partners
- The goal is a plan of action steps to be implemented school-wide to support families as partners in the multi-tiered system of supports for students
- Team members reflect on each item (and other prompts used)
- Teams discuss and rank items on two scales
- Team use Reflection Questions (coaching questions!) to prioritize areas for action planning (page 29)



Jigsaw the Inventory

- ✓ 10 minutes review
- ✓ 5 minutes share out

- 8 groups
- 2-3 items each
- Review item, prompts, evidence
- Would you rephrase the question?
- Would you add prompts? Best?
- Would you add evidence?
- Points of interest? Heads up?



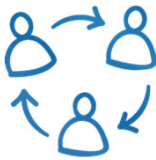
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Practice!

- Cohort I FEL and small group
 - FEL selects an item or 2 (3 minutes)
 - 2 parents
 - 2 teachers
 - 1 observer
 - 5 min. facilitation
 - 2 min. Observer gives feedback
 - 3 min. Questions. Switch
 - Repeat



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Stretch Break



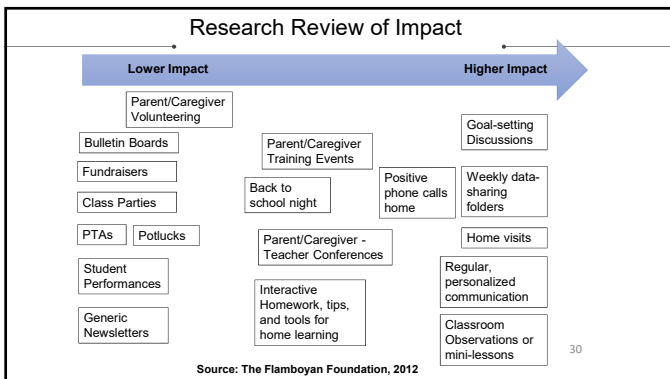
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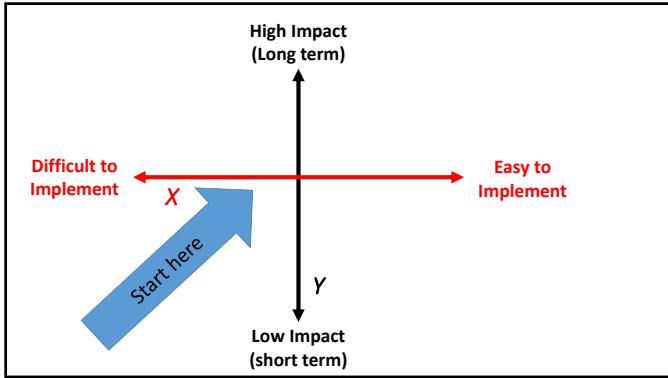
Planning Guide

- Greatest areas of need (Consider student data, Inventory results)
- Select one area? One action step in each area? (Communication, Learning at Home, Community)
- What could be accomplished quickly? Spring? Longer term.
- What is feasible given resources of the school?
- What is possible given additional SPDG \$5,000 for your school?

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What will we do? How will we know? (page 5)


- Action step
- Description
 - How much, how often, with whom?
- Who will be impacted?
- How will you measure progress and results?
- How does this fit with our Reading Achievement Plan?



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Reporting the Action Steps





- By May 30, 2019
- Log into the Dashboard
- Upload the saved, scanned or pdf, completed plan document (Reading Achievement Plan, pdf from Planning guide, etc.)

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Coaching Service Delivery Plan




- Coaching the implementation of the school's action steps
- Aligned to plan and process






Planning	Area I: Communication - Inform families about their child's language and literacy progress in a timely manner
What part of the Partnerships for Literacy process is being coached?	School is going to try a new way of sharing progress with families, with a weekly text message from teachers to parents/caregivers about progress of children receiving reading interventions. I am coaching the P4L team in tracking the progress of this new strategy.
What coaching process will you use to coach this?	<ul style="list-style-type: none"> Observing implementation or discussion about implementation (making note of strengths and challenges), Reviewing meeting minutes, Asking powerful coaching questions of the group and the leader, and Providing feedback.
How often will you provide this coaching?	During/after each P4L meeting (monthly) (Or, in separately scheduled meetings with the school leader)
What will need to be prepared to provide this coaching?	Schedule of meetings, Conversation with School Leader, Format for taking notes and a plan for providing feedback.
How will you document progress?	During meetings, I will take notes. I will refer back to the school's P4L plan. I will take notes on the Evaluation and Reflection table in the P4L "creating a school plan" tool.
How and when will you provide feedback?	I will provide feedback after the meetings to the school leader. (And/Or, during P4L meetings, give immediate feedback to the whole group.)
How will you know if your coaching is effective?	<ul style="list-style-type: none"> If the P4L team makes progress toward their goals of implementing new strategies and documenting successes/challenges. If the school leader continues to be highly engaged in the coaching process, and provides feedback that I am being helpful.

Coaching Service Delivery Plan



- Coaching the implementation of the school's action steps
- Spring 2019 – Spring 2020
- May 30, 2019
- Log into the Dashboard
- Upload the pdf, scanned document, etc.

Good Bye!

- Please complete your evaluation



Disclaimer: These contents were developed under a grant from the US Department of Education, Office for Special Education Programs, Award No. H323A170026, Project Officer, Jennifer Coffey. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.
