* **Welcome, Norms, Purpose, Objectives---Dr. Michelle Springer**
* **Community Builder—Norman Merrifield**
* **Inter-VENN-tion---Margie Johnson**
	+ Fears:
		- avoiding burn out
		- sustainability of the work
		- loss of great people and talent
		- things beyond our control, which cause frustration
		- spending too much time on the problem and not the solution (“analysis paralysis”)
		- not moving fast enough & children being left behind
		- lack of relevancy
		- misalignment of practice and momentum
		- loss of traction
		- too much testing
		- not enough time
		- not losing a sense of urgency
		- common expectations being misaligned for parents & schools
		- not enough academic rigor
	+ Hopes
		- perseverance
		- tenacity
		- realize importance
		- ownership
		- motivation to access
		- engagement
		- active stakeholder voice—needs assessment
		- meet students where they are at
		- collective impact—ALL
		- confidence—self-efficacy
		- skyrocketing achievement
		- inspiring
		- access to technology
		- life long readers and writers
		- impactful
	+ Celebrating Successes
		- sense of momentum
		- culture of literacy
		- resource availability
		- light bulb moments (right book, strategy, engagement)
		- relevancy
		- student excitement about literacy
		- student voice/choice
		- productive, richer, deeper conversations—debate
		- build teacher capacity for cross-curricular literacy
		- school-based capacity building for support and resources
		- collaborative planning—cross subject areas
		- sharing knowledge and strategies—communication of ideas
		- integrating restorative practices to develop safe learning environments
		- developing independent learning strategies & ownership of learning
* **How do we spread these successes throughout all MNPS classrooms?**
	+ *What Works in Education: The Politics of Collaborative Expertise—*John Hattie, Fall 2015
		- Shift the Narrative….
			* “from ‘fixing’ the teacher to collaborative expertise”
* **Fishbone Analysis (Stephanie Adams, Margie Johnson, Dr. Michelle Springer)**
	+ Overview of Fishbone Analysis
	+ Divided into 3 groups to discuss root causes through the lenses of classroom, school, and district.



**Top 3:**

* Lack of alignment throughout curriculum and with assessments
* Lack of differentiated, student-focused instructional strategies and resources
* Lack of differentiated system of support for educators

**Lunch provided by Montage Education.**

* **Aha Moments**
	+ What is an aha point or personal connection you are making from the session?
		- Focus so it’s “not one more thing” but becomes habits of practice
		- need to get it right
		- meet student needs and challenge them
		- systems approach
		- alignment about root causes
		- tiered approach helped with alignment
		- relevant
		- ownership
		- consistent message
		- celebrating successes and leveraging them
* **Logic Models (Appendix for ROUGH DRAFTS)**
	+ Overview of logic models and components
	+ Divided into 3 groups based on the top 3 root causes identified during the fishbone analysis.
		- Brainstormed possible ideal, long term outcomes
		- Reached consensus of no more than 5 long term outcomes
		- Backwards mapping for identifying short and intermediate outcomes and listing activities.
* **Next Steps**
	+ Continue work as a network to address root causes and remove the barriers
		- unpacking standards in a collaborative environment with attention to aligning to assessment
		- collaboration to revise Scope and Sequence & to add resource alignment
		- development of an interactive, user-friendly library of digital resources
	+ Collaboration between literacy teachers and content areas
	+ Compile logic models and schedule another meeting for feedback and next steps
	+ Continue fostering a safe culture to support risk taking and innovation
	+ Compile information about CoP work, including a contact list with identified strengths
	+ Communicate with principals about work
	+ Use PD days to observe other classrooms
	+ Identify a communication mechanism for the network
	+ “Walk the walk”---exhibit positive energy and synergy
* **Exit Ticket Reflection**
	+ Reviewing your Inter-VENN-tion goal from this morning, what is your goal now for supporting literacy?
		- Create a library of resources—meeting needs of cultural and life relevancy.
		- My goal is to help my students, other teachers, my school, and district to help increase the level of literacy in our students.
		- Become a more effective leader in literacy—recognize ways I can support teachers more effectively
		- Resources for teachers in 1 central location
		- My goal is to inspire teachers in my school to teach students how to read by using strategies that are research-based and meet the needs of each student.
		- To assist teachers to help students to recognize the importance of reading.
		- To help MNPS to improve educational equity among clusters by establishing/maintaining norms that allow students to access/retain information
		- understand the standards enough to create effective assessment
		- My goal is to continue to be a positive resource/advocate for literacy for my school and my district. I want to continue to learn so that I can support the literacy movement.
		- Identify a few things and plan (deep) to impact change
		- I will continue to research and provide resources for ELA teachers, but more importantly encourage teachers to innovate and collaborate in intentional meaningful ways.
		- Create pushing my teacher to try new things and hold students to high expectations with high models/supports
		- Working to provide the best quality instruction for my students
		- My goal for supporting literacy is to be present in this process
		- Work with the 7th and 8th grade ELA teachers to map out how best to immediately bring change to our students competency in literacy
		- Empower teachers by devoting more time being in classrooms in order to support literacy development
		- Understand needs at all tiers to design programs for parents to support literacy
		- To develop a community of educators that empower students with student-owned strategies
		- Now, my goal is to implement effective practices (common assessments, vertical planning, cross-cluster planning with other teachers) to enhance literacy across the board.
		- My learning goal is to support the work of group with my knowledge of assessments and data.
		- Begin developing alignment at our school related to curriculum, assessment, and instruction that supports ALL culturally and linguistically diverse students.
		- To help create a culture of literacy within my school
		- Be very clear and explicit in PD, connecting strategies to literacy targets from the district.
		- My goal is to give my students a voice in the text subjects we sue to make it relevant to their lives.
* Meeting Feedback

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| --- | --- |
| Plus | ∆ |
| * I loved the inspirational, vision-driven, and specific conversation about how to overcome barriers.
* time to collaborate
* wonderful PD session….thank you
* great workshop
* great structure for getting better results
* loved the collaborative discussion in a safe community. I felt we were geared toward positivity and growth.
* wonderful collaboration
* amazing ideas shared
* great, very informative
* agenda & timing
* collaboration
* diversity of group
* group work/talk time
* great collaboration (2)
* great resources shared
* dialogue and engagement
* excellent cross-section of teachers, admin in district, and building team of committed people for the literacy of our kids
* great collaborative discussions
* thinking time
* level of collaboration
* people at meeting focused on literacy
* good discussions
* feel the energy
* helped me to think deeper about MS literacy achievement
* tackling the big issues
* inviting diverse stakeholders
* effective discussions about how to implement literacy
 | * more time (8)
* I wished we had done intros with the group.
* lack of context—ideas were all over
* not enough emphasis on network as opposed to “my class”
* missed opportunity for video of the collaborative work
* define the ultimate goal for the group
* “CoP”—“What, what”
* need to continue
* more protocols to facilitate discussion
* I wish more teachers, admin, & community leaders could’ve been here.
 |

**Logic Model Teams**

|  |  |  |
| --- | --- | --- |
| **Curriculum** | **Instruction** | **System of Support** |
| Brooke DentonJohneth MoorelandMichelle PraterTavia BeasleyShana WardDebbie MitchellCanidra HendersonLarry Miles | Trellaney LaneNicole FedeleNatalie WilliamsChelsey ButnumRobynn LemonShannon FeyMarcus KinnonMichelle HendersonRommie Vasser | Sonya MansfieldNeal McDonaldAnthony LutzCourtney RayburnAlison McArthurEmily MunnRenee ThessingRachel Roseberry |

|  |  |
| --- | --- |
| **Planning** | **Evaluation** |
| Tavia Beasley Stephanie AdamsDebbie Mitchell Margie JohnsonTrellaney LaneMichelle Springer | Tamika Tasby Johnetta MoorelandNeal McDonald Michelle SpringerKisha Cox Margie JohnsonLarry Miles |