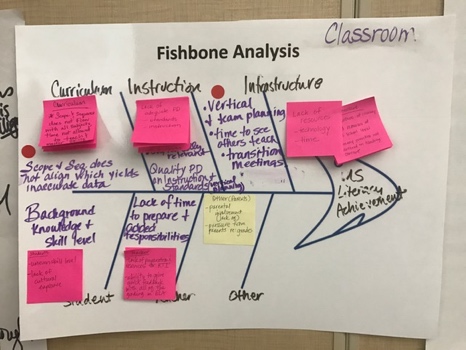
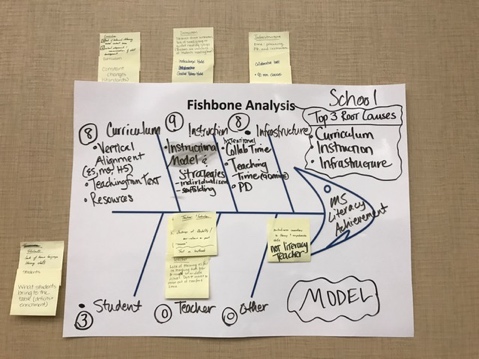
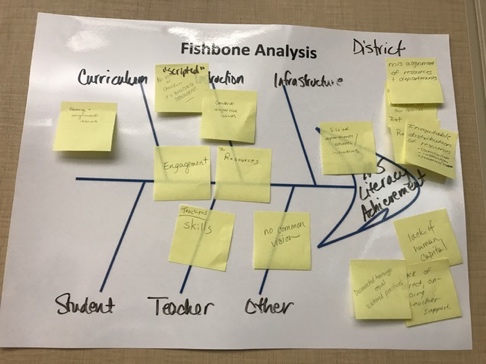
* **Welcome, Norms, Purpose, Objectives---Dr. Michelle Springer**
* **Community Builder—Norman Merrifield**
* **Inter-VENN-tion---Margie Johnson**
  + Fears:
    - avoiding burn out
    - sustainability of the work
    - loss of great people and talent
    - things beyond our control, which cause frustration
    - 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 Denton  Johneth Mooreland  Michelle Prater  Tavia Beasley  Shana Ward  Debbie Mitchell  Canidra Henderson  Larry Miles | Trellaney Lane  Nicole Fedele  Natalie Williams  Chelsey Butnum  Robynn Lemon  Shannon Fey  Marcus Kinnon  Michelle Henderson  Rommie Vasser | Sonya Mansfield  Neal McDonald  Anthony Lutz  Courtney Rayburn  Alison McArthur  Emily Munn  Renee Thessing  Rachel Roseberry |

|  |  |
| --- | --- |
| **Planning** | **Evaluation** |
| Tavia Beasley Stephanie Adams  Debbie Mitchell Margie Johnson  Trellaney Lane  Michelle Springer | Tamika Tasby Johnetta Mooreland  Neal McDonald Michelle Springer  Kisha Cox Margie Johnson  Larry Miles |