



Literacy Essentials

#MichiganLiteracy

<https://literacyessentials.org/>

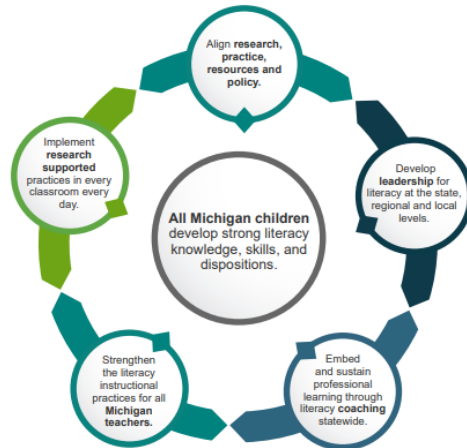
Section 35a(7) - Literacy Essentials Professional Learning Grant Annual Report

“Section 35a(7) supports the guiding principles and strategic goals of the State Board of Education (SBE) and Michigan Department of Education (MDE) to implement literacy essentials training a program to for literacy coaches, principals, and teachers, which aligns with Goal 3, to develop, support, and sustain a high-quality, prepared, and collaborative education workforce. The supplemental state school aid law, P.A. 586 of 2018, provides \$4 million for an intermediate school district (ISD) to implement literacy essentials for teacher and principal training modules and professional learning for literacy coaches, principals, and teachers.”

The Gogebic-Ontonagon Intermediate School District was awarded grant funds and were used by the ISD, in partnership with the Michigan Association of Intermediate School Administrators, to implement both of the following which support the **Literacy**



Theory of Action:



- Literacy Essentials teacher and principal training modules.
- Face-to-face and online professional learning of Literacy Essentials teacher and principal training for literacy coaches, principals, and teachers.

The Gogebic-Ontonagon ISD, in consultation with the Michigan Association of Intermediate School Administrators, agreed to fulfill the following outcomes of Section 35a(7) - Literacy Essentials Professional Learning Grant by:

- Building/Piloting the emerging Literacy Leaders Network (LLN) that support Michigan in planning and supporting sustainable high quality literacy instruction in Michigan
- Continue intensive training model by a team of Michigan literacy experts
- Continue the model of support to literacy coaches through coaching quarterly meetings and courses to support the Early Literacy Coaches specific topics of interest and need
 - Continue the support of the online coaches' network throughout the grant year
 - Continue ongoing professional development for the statewide coaching network



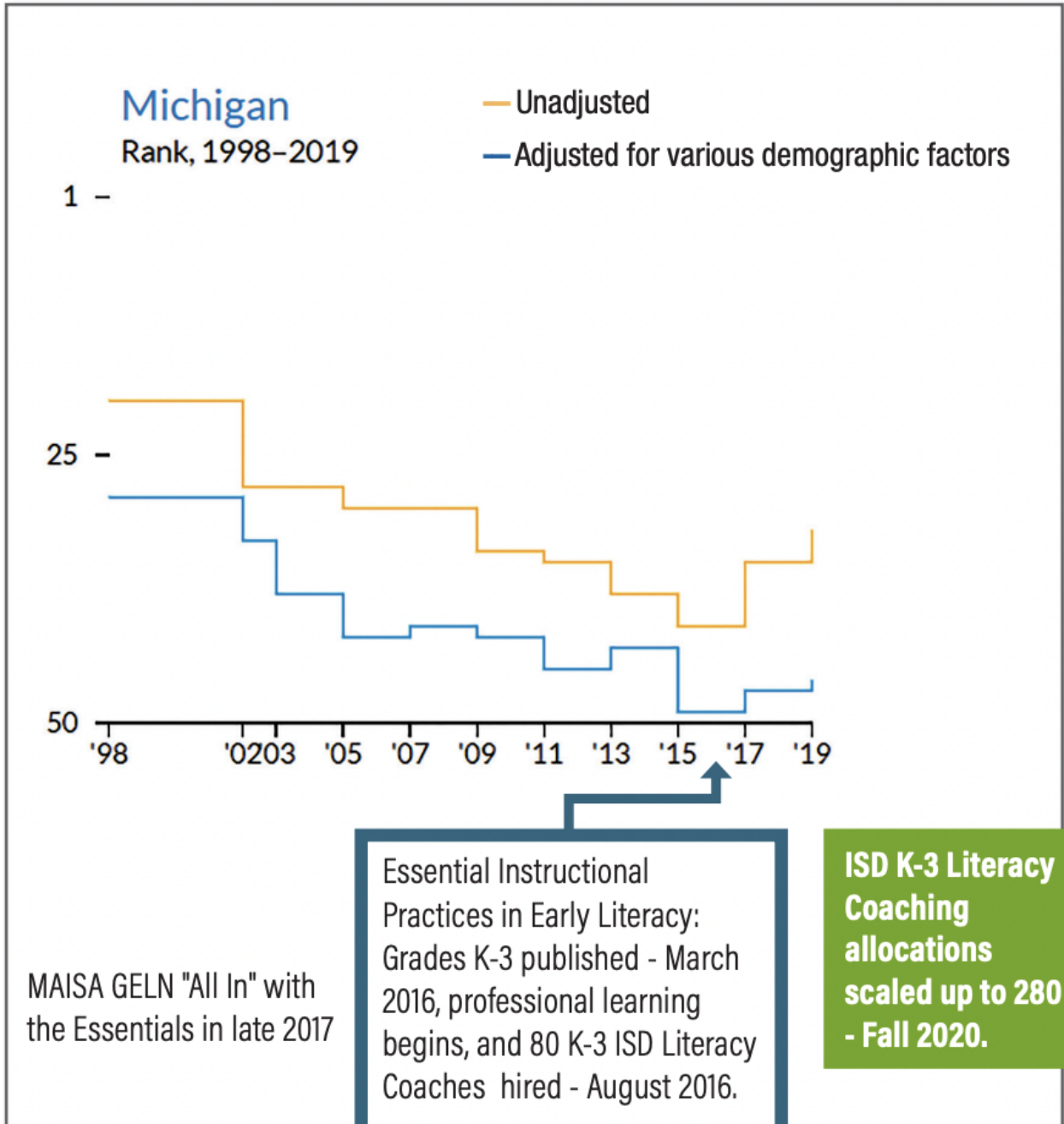
- Hosting the Advanced Coaching Institute for ISD early literacy coaches and supervisors
- Develop 6-12 Disciplinary Literacy School-Wide Essentials
- Continue the Coaching Kick Off for training new ISD Coaches.
- Continue project development and training design for SW and CW essentials
- •Create professional learning that aligns and support the information in the B-3 Infant Toddler Essential Literacy Practices
- Create professional learning that aligns and support the information in the B-3 Infant Toddler Essential Literacy Practices
- Support the ongoing ELTF workgroup's needs to continue developing tools, resources, documents, etc.
- Conduct a descriptive study of existing Michigan ISD literacy coaching models, coach skill development and impact of the coaching network to guide goal setting, implementation, and developmental outcome measures
- Continue module revisions and update the suite of essential documents to be more inclusive of diversity, equity and inclusion and any new relevant research.

Section 35a(7b) legislation requires providing information on:

1) STUDENT ACHIEVEMENT RESULTS IN ENGLISH LANGUAGE ARTS

2) SURVEY RESULTS WITH FEEDBACK FROM PARENTS AND TEACHERS

NAEP Scores show slight improvement for Michigan in Literacy:



Graphic From: <http://apps.urban.org/features/naep/>

Disclaimer: You can't draw a direct line between NAEP and policy.

*National Assessment of Educational Progress (NAEP), 2015, 2017 & 2019 Data.



To this end, the Michigan Association of Intermediate School District works with Michigan State University and the EPIC Study (linked below) to evaluate the impact of Michigan's Early Literacy Coaching Initiative after its 4th year of implementation.

Overall, literacy scores were trending up pre-pandemic and after the RBG3 law. Teachers think coaches really help their instruction in many ways, but there are still resource constraints – e.g., not enough coaches to read all of the teachers etc.

The [Education Policy Innovation Collaborative Study \(EPIC\) Year One, March 2021 Report](#) and [The Education Policy Innovation Collaborative Study \(EPIC\) Year Two, Feb. 2021 Report](#) had key findings and policy implications that involved Literacy Coaches:

Year One Key Findings include:

- Third-grade achievement has improved significantly each year since the Read by Grade Three Law was implemented, with students in traditionally underserved districts experiencing the greatest gains.
- Educators attributed these gains to literacy supports identified in the Law.
- Teachers who received one-on-one literacy coaching generally felt that their instruction improved as a result.
- Many administrators struggled to provide sufficient access to literacy coaches and other literacy resources.
- Educators reported implementing many of the Law's required interventions in their classrooms and found them to be useful and effective in improving student literacy.
- Many educators were concerned that the retention requirement would have adverse effects on students, and perceptions of the Law as a whole were generally negative.

Year one Policy Implications:

- **Continue to focus on evidence-based literacy interventions.** In the aftermath of the COVID-19 pandemic, it will be more important than ever to provide resources to help K-3 teachers continue to implement evidence-based literacy supports.
- **Schools and districts need additional funding to help recruit and retain literacy coaches.** Educators perceived literacy coaches to be effective, but data suggest that there are not enough of them to adequately serve all the teachers,



schools, and districts who need them. State policymakers and ISD and district leaders should consider how to increase the number of literacy coaches and allocate these personnel to schools and teachers who need them the most. In doing so, it will be important to reflect upon how best to continue recruiting and training literacy coaches to increase the number without exacerbating the state's teacher shortage.

- **Funding and resources should be allocated in ways that attend to existing inequities in literacy supports and outcomes.** Literacy resources—coaches and otherwise—have been inequitably distributed across districts and ISDs. Policymakers should consider ways to target resources and funding to traditionally underserved districts in which teachers and students can benefit the most from additional instructional supports and higher quality literacy resources.

The EPIC Study recommended the following moving forward:

- 1. Build and train a larger network of ISD Early Literacy Coaches**
- 2. Work with administrators and coaches to help target literacy coaching to the teachers who need it most**
- 3. Train ISD Early Literacy Coaches to provide professional development to teachers on additional areas beyond those required by the Law**
- 4. Provide additional opportunities for coach collaboration**
- 5. Provide additional professional development to support coaches' fulfillment of their responsibilities under the Read by Grade Three Law**

Year Two Key Findings Include:

1. ELA M-STEP Scores and subscores from before the pandemic suggest moderate improvements in students' ELA achievement relative to the period before the Law's passage. However, most teachers do not believe the Law has effectively improved students' literacy skills.
2. While fiscal and human capital constraints continued to encumber the Read by Grade Three Law's implementation, educators continued to have positive perceptions about many of the Law's supports.



3. Although K-3 teachers thought professional development helped improve their practice, teachers received less—and desired more—literacy professional development during the 2020-21 school year.
4. More than one-half of 3rd-grade students in the 2020-21 school year were identified as having a “reading deficiency” at some point between 1st and 3rd grade.
5. While relatively few students were eligible for retention at the end of 2020-21, and districts planned to retain even fewer, there were significant disparities in retention outcomes across groups of students.
6. K-3 teachers reported spending less time on literacy instruction during the 2020-21 school year and felt that the pandemic negatively affected their ability to provide literacy instruction and interventions.

Year two Policy Implications:

- **Continue to Improve Tier I Literacy Instruction So That Fewer Students Require Intervention:** Given that over half of Michigan’s 3rd-grade students were identified with a “reading deficiency” at some point in K-3, there is likely room for improvement in core Tier 1—general classroom—literacy instruction. The fact that historically marginalized groups are significantly more likely to be identified with a “reading deficiency” raises additional equity concerns, suggesting that the state should provide more resources to the classrooms, schools, and districts that serve these groups. Schools, districts, and the state should continue its focus on improving classroom educators’ literacy instruction practice, particularly for educators serving these specific student populations.
- **Evaluate District Assessments and Procedures for Identifying Students in Need of Extra Literacy Supports and Help Districts Align Local and State Assessments and Achievement Expectations:** We find evidence that some districts under-identify students with “reading deficiencies,” suggesting that students who were struggling with literacy and were eventually eligible for retention did not receive the intervention and supports necessary to succeed in K-3 literacy. The state and districts should work together to better align local literacy diagnostic assessments with the 3rd-grade ELA M-STEP and provide procedures to help students at risk of retention receive the interventions and support they require.
- **Provide Additional Funding for Literacy Professional Development and Other Literacy Resources** State policymakers should increase funding to strengthen current efforts to improve literacy across Michigan during the 2020-21



school year. Additional funding can support literacy coaches and other non-coaching literacy professional development in evidence-based literacy practices. Since it is challenging to find a sufficient number of qualified literacy coaches, the state should target additional funds to bolster pipelines for recruiting and training new literacy coaches. Additionally, since more than half of students are identified with a “reading deficiency” at some point by the end of 3rd grade, the state should allocate money to provide all students with improved literacy instruction and (if necessary) interventions. This need goes beyond professional development and includes funding for curricula, assessments, staff, and additional time during the school day and year. Policymakers should target these resources at districts serving historically marginalized populations.

- **Focus On Meeting Students’ Literacy Needs to Address Students’ Missed Learning:** Opportunities Much of the policy debate surrounding the Read by Grade Three Law has been dedicated to the retention component’s efficacy, and while 5% of tested students were eligible for retention based on their scores, districts intended to retain just 0.3% of tested students. While some of this disparity is likely because educators do not agree that retention is an effective intervention (see Year One Report, Strunk et al., 2021), it is also likely explained by pandemic-related disruptions to education in Michigan. Instead of focusing on the efficacy of retention to improve students’ literacy, policymakers should focus on meeting each student’s literacy needs and providing opportunities to accelerate student learning to address missed learning opportunities during the pandemic.

Overall, literacy scores were trending up pre-pandemic and after the RBG3 law. Teachers like having a coach and think that coaching really helps improve their practice.

The current ISD Literacy Coach allocation is 280 FTE’s which currently puts Pre-K to 3 Teachers in Michigan to a 4 1:112 Coaching-Teacher ratio. Continued expansion would be beneficial as coaching supports the system which would give us sustainable change.



Section 35a(7)(iii) legislation requires providing information on:

35a(7)(iii): “The placement of regional lead literacy coaches to facilitate professional learning for early literacy coaches. These regional lead literacy coaches shall provide support for new literacy coaches, building teachers, and administrators, and shall facilitate regional data collection to evaluate the effectiveness of statewide literacy coaches funded under this section.”

The MAISA Coaching Coordinators and statewide coaches provide and receive professional learning on the Essential Instructional Practices in Literacy on a regular basis in the following ways based on their identified needs as a network and as a new/advanced coach:

1. ISD Early Literacy Coaching Quarterly Meetings 2021-2022 (all virtual)

- October 13, 2021 – 420 ISD Early Literacy Coaches and Coordinators
- December 7, 2021 – 398 ISD Early Literacy Coaches and Coordinators
- February 9, 2022 – 363 ISD Early Literacy Coaches and Coordinators
- May 11, 2022 – 282 ISD Early Literacy Coaches and Coordinators

This activity is described in item 5 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

Topics of study this year included: coaching around writing implementation with the creation and piloting of a writing observation tool; morphological awareness as a mega skill; Cultivating Genius - A Framework for Culturally and Historically Responsive Literacy; reading research critically, looking for research around one topic, and walking through tools; coaching around writing instruction - examining successes from the network; the use of rubrics to support effective writing pedagogy; explicit vocabulary instruction during writing; and the connections between effective literacy instruction, the science of reading, and equity.



2. Advanced Coaching Institute August 9-11, 2022 (in person and virtual)

- 342 ISD Early Literacy Coaches and Coaching Coordinators

This activity is described in item 5 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

Topics of study this year are included in [this document](#).

3. Kick-Off Institute for Newly Hired Early Literacy Coaches and their Coordinators (virtual)

- Held August 30-September 1, 2021 - 177 new coaches + 29 ISD coaching coordinators attended
- A second 3-day institute was held September 27-29, 2021 - 37 new coaches and coaching coordinators attended

Since fall of 2020, we've provided a 3-day virtual training for coaching coordinators to attend with any early literacy coaches that they have added to their organization's list for our coaching network. This training replaced the former 4-day in-person K-3/Coaching Literacy Essentials training we offered prior to 2020. With such an influx of additional coaches in the past two years, we've held two of these virtual institutes each year- one in the beginning of September and one at the end of September.

This activity is described in item 1 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

Topics of study included: Interacting with the Essential Coaching Practices for Elementary Literacy to help launch or refine an effective coaching program; identify common concerns and/or needs when coaching is new to a school or a team and pre-plan for strong collaboration; describing the key ideas underlying the Essential Instructional Practices in Early Literacy, Grades K-3; identifying where the Essential instructional Practices in Early Literacy, Grades K-3 stand on some key practices and questions around literacy instruction; and beginning to engage in the supports available as coaches set learning goals in the coaching network.



4. Intensive Literacy Coaching Institute at Besser Elementary in Alpena, MI

After a 2-year pause due to the pandemic, we can now resume offering the Intensive Literacy Coaching Institutes. These institutes are opportunities to practice and receive feedback on most of the *Essential Coaching Practices for Elementary Literacy* in real schools with real teachers and students. We've held fourteen different 4-day Intensive Literacy Coaching Institutes between 2017 and 2019. Our first Intensive Early Literacy Coaching Institute since the pandemic was in Alpena, MI from April 25-28, 2022.

Video clips to describe this project (all videos require the password "coach"):

- Short description of this project from a lead coach:
<https://vimeo.com/messagemakers/review/276489491/01bef6f1aa>
- How this project is unique:
<https://vimeo.com/messagemakers/review/276489506/5e2f3b239c>
- Teachers and coaches learning together:
<https://vimeo.com/messagemakers/review/276489517/0eee011dbf>
- A principal's reflection on hosting and the impact of coaching:
<https://vimeo.com/messagemakers/review/276521355/e2b6b2fe32>
- Reflection from a literacy coach on what this institute has done for her practice:
<https://vimeo.com/messagemakers/review/276489482/baa0914ad6>

This activity is described in item 4 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

5. Course: Integrating the Coaching and Instructional Modules to Deliver Effective Professional Learning Course utilizing the K-3 Literacy Modules

- In this six-session course, participants deepened their knowledge about the Essential Coaching and Instructional Practices modules, focusing on those



practices that are unfamiliar to them or that are not aligned with their past teaching or coaching experiences. Participants also strengthened their skills in planning and delivering presentations around specific concepts from the Essential Instructional Practices. Similarly, they enhanced their ability to plan and implement activities that will help teachers apply the strategies from the modules with their students. In addition, participants will develop a planning structure that they can use when facilitating professional learning about the Essential Instructional Practices modules with large groups, small groups, and individual teachers.

This activity is described in item 3 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

- Participant Reflections:

I used to think it was difficult to use the modules for synchronous professional development – since they are so lengthy and may not feel relevant for teachers at a certain time, but now I know a wide range of activities and strategies to use with pieces of the modules and there are ways to make it all relevant, thoughtful, and purposeful.

6. Online Book Study: “Cultivating Genius An Equity Framework for Culturally and Historically Responsive Literacy” by Dr. Gholdy Muhammad- Coaches, (8 lead facilitators) from different ISD’s across the state led the Early Literacy Coaching Network in a guided study of the text. There are approximately 400 participants in the Early Literacy Coaching Network and everyone participated. Dr. Muhammad presented 4 sessions in which she provided an overview of her framework and then went on to further define and provide examples of the 4 pursuits. The 8 facilitators utilized the Edupaths learning platform to support the network with deeper learning through discussion questions and presentations. In addition, the 8 facilitators planned an additional 4 learning sessions to model application of Dr. Muhammad’s framework and apply the



learning when coaching teachers to implement the Essential Instructional Practices in Early Literacy, Grade K-3. We expect, as coaches support teachers, we will see positive outcomes for students specifically in literacy.

Participant Reflections: Learning was deepened by-

- Starting the day with Dr. Muhammad's work was grounding and comforting. It humanized the work we are all doing by putting it front and center! Thank you.
- Having a greater understanding of identity and the reading/reflections of Chp 3 and 4 generated some thinking about how to support teachers in finding ways to create opportunities for their students to find their own identities and how teachers could then perhaps connect the learning experiences to those identities making the learning more relevant and meaningful. Also LOVE hearing how other coaches have been working with writing in their districts.
- Through our book study on *Cultivating Genius*, I am continuing to deepen my understanding and background of culturally and historically responsive literacy. The discussions/breakout session around identity and skills has allowed me to add one more layer of knowledge but also further confirms the work that still has yet to be done.
- The work and discussions around the *Cultivating Genius* book continue to strengthen my understanding of the necessity of working toward a more equitable system for our students. This has supported my practice both personally as it has moved me to do some important self reflection, and has also supported my professional practice while coaching others to help themselves as well as their students.

This activity is described in item 3 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

7. Study Group: Supporting Implementation of the Differentiated Reading Instruction Skills Block offered by Dr. Susan L'Allier and Annie Spear. This offering extends upon a book study that MAISA offered last spring for the



text, *How to Plan Differentiated Reading Instruction: Resources for Grades K to 3* (McKenna and Walpole, 2017). Access to the recordings from the spring 2021 book study remained open to all coaches to use as they saw fit in their districts. Concurrently, a new study group was created to offer to coaches in the 2021-2022 school year.

The goal of the new study group was to create a process that models how coaches can support teachers as they are implementing a new resource. Since we received requests for additional work and offerings with Dr. Walpole/Dr. McKenna's book, we used it as the context for the study group. Prerequisites to join the study group for coaches: a. you must have participated in a book study of the text (not necessarily the MAISA one), b. you must be supporting at least one teacher with the implementation of these lessons, and c. you must attend all 6 sessions.

Resources were created to accompany the text to model ways coaches can support the assessment process, data analysis and grouping, and implementation. As a part of this work coaches collected and analyzed student data and shared results in a de-identified fashion. At the end of the course, coaches reflected upon how they can use this process to support the implementation of other resources.

We had 23 participants in the fall. We received a request for a second offering of the course and offered two additional sections in the Winter/Spring 2022 and had an additional 23 participants. From the coaches' feedback student growth was demonstrated with the implementation and coach support and teacher satisfaction was also noted. We look forward to looking at the yearlong data as it is shared with us to be able to consider the impact on coaches, teachers, and children.

Participant Reflections for Fall/Winter Offerings 2021-2022:

ISD Coach Collective Feedback (based on 36 responses from Fall and Winter Study Groups):

- I used several of the resources created and shared in this study group. (34/36)



- I implemented a coaching cycle as a result of participating in this study group. (23/36)
- I have evidence of student achievement based on the implementation of this particular resource. (23/36)
- I found conversations and processing of this resource easier because of this study group. (36/36)
- I will use this process and these materials to support at least one additional teacher or team after this study group ends. (36/36)
- I think I can replicate this process with another resource in the future. (22/36)

ISD Coach Individual Feedback:

“Thanks so much. These sessions have really **empowered me** with another tool. I have been implementing it more and more in my intervention work and it is so powerful. My goal is to **grow the knowledge of my staff's expertise** around the use of this tool next year.”

“Thank you so much! I appreciated the **iterative process** of this group, your listening ear and your willingness to think critically around the resources.”

“I have appreciated this group so much. Every time we meet, I **learn something new**. Thank you so much for your dedication to this work.”

“We have found it **successful to hold virtual book study** sessions (using last year's MAISA study group materials) that are about an hour to an hour and a half long. This is nice because the learning happens gradually allowing the participants time to implement parts and then come back to the group with questions. The resources in the follow up group are so helpful as they truly **make the resource more efficient and user friendly**.”

“Thank you for running this. I can't tell you how **valuable** it has been for us in Macomb County. You are both masterful at organizing information in a clear, concise and user friendly way. I would love to see it continue actually. This group truly **deepened my understanding of this resource** and with **many districts in my county starting to use it**, we could use all the extra support we can get. Even if it is hearing from others how they are using it.”

“I will be using my new learning and all of the resources provided **to plan and facilitate a book study county wide**. I will also use this new



learning to help guide the group of 1st grade teachers I started with this school year and how we transition to next year. “

“You ladies both did a wonderful job presenting material, answering questions, and **providing space for coaches to collaborate**. I appreciate all the planning and preparation that you did to **make the implementation process easier** for us.”

“I appreciate learning from you both. Your knowledge and expertise around all things literacy has been so beneficial to me as a new coach. I am so lucky that I have had **multiple opportunities** to work with you and learn from both of you. What I take away from my time with you has **strengthened my skills as a coach which ripples to the many teachers** I am so fortunate to work with.”

“Thank you so much for letting me be a part of this group. If you pursue having a group for DI in **Grades 4 & 5** I would be interested in participating.”

“I really appreciated this type of **targeted support** around one resources that can help increase **student achievement!** It was a great use of time.”

“I **value sessions** like these as I am able to learn and process deeper - this definitely helps me better **support teachers**.”

“This group of six sessions was **invaluable**. I greatly appreciate all of your leadership, the resources you shared, and answers to our many questions. I also enjoyed the **collaboration with other coaches around the state** doing this same work.”

“Thank you so much for your **support**. We could not have **implemented** and done this work the way we have without your work and attention.”

“I **participated** in the DRI Supporting Teacher Implementation **Study Group** with Dr. L'Allier and Annie Spear and used the **webinar content to facilitate a book study locally**.”

Participant Reflections for the Book Study used in the 2021-2022
year:

VIDEO! From Kristal White (Lapeer) re: Impact and use of Dr. Walpole's content from study group.



Teacher participant: “I used the “How to Plan Differentiated Reading Instruction” with my small groups. After the first 14 lessons, 15 out of my 17 kindergartners advanced to the next set of lessons. I am excited to use this resource for a full year next year.”

ISD Coach participants:

“Used some webinar content and created **2nd grade county-wide cohort professional learning series** for classroom teachers, interventionists, district coaches, sp Ed teachers, etc. **60+ participants**. Embedded coaching and support with 15+ hrs of new learning (“Using sounds” —multisyllabic) This **supported the impact Covid made on class of 2032.**”

“It provided a **focus area and resource for coaching** around small group instruction outside of guided reading.”

“Being able to view Dr. Walpole teaching the lessons and then a follow up discussion with the study group **solidified the resource** and how to **implement it properly.**”

“This material gave me many **answers to questions** that I had and could not find the answers to with the main text.”

“I feel **more confident and better prepared to coach teachers** in the implementation of the DRI assessments and lessons. I also feel more knowledgeable about my ability to deliver the lessons to a group of students. Through the Implementation Study group, I feel that I have developed a network of colleagues to further support my work.”

“Gave something to support the lack of foundational skills our students have because of Covid. Directly supports essential 3, 4, 5. This is **exactly what our county’s students and teachers needed!**”



“I truly appreciate the opportunity to hear directly from Dr. Walpole. The resources provided by Annie Spear and Dr. L'Allier also support my work with teachers. I had previously read the book and participated in a local book study group. However, **this experience has significantly enriched my understanding of the lessons and how to support teachers** through implementation.”

“I liked Sharon’s **explanation and debrief** of each chapter. I also like that we Could watch **recordings on own and with my team.**”

This activity is described in item 3 of the [Professional Learning Trajectory for Early Literacy Coaches](#).

8. Year-long Mission and Vision Creation A group of 40+ Early Literacy Coaches participated in professional learning from Dr. Yolanda Sealy-Ruiz, Teachers College and author on Racial Literacy. The goal was to begin learning to create a comprehensive mission and vision statement for the early coaching network that was grounded in equity in literacy as we implement and coach on the Early Literacy Essential Practices. The Early Literacy Coaching Network provided several rounds of feedback and in August, we arrived at a Mission and Vision Statement the network agreed upon. The mission and vision process expanded our understanding of equity in literacy learning. We expect that the intentional work we do to move forward with the mission and vision statement will provide statewide transparency of who we are as a coaching network and ultimately positively impact students across the state.

Participant Reflections:

9. Course: “Make the Road by Walking: The Path to Racial Literacy Learning through the Archeology of Self”

Approximately 50 coaches participated in this course to learn about how knowledge and understanding of systematic inequality can positively impact literacy coaching and ultimately reduce achievement gaps across subgroups. The course was also foundational in the mission and vision work.



Participant Reflections:

- This course has supported my Racial Literacy by defining it, giving it context, providing a framework for developing it, and by helping me to understand the importance and impact of developing Racial Literacy for ourselves, our fellow educators, and for our students. I also left the last session with a list of "to read" texts and articles as well as websites to review and documentaries to watch. This list of resources will be helpful in continuing my work. Writing the racial autobiography really helped me to chunk by chunk evaluate the moments in my life that have shaped me and my role in race, racism, white privilege, and white supremacy. It helped me to see how I have progressed in my racial literacy over the years and what influences and events occurred in my life to move me forward on the path toward racial literacy. It also helped me to recognize what aspects of race and racism occurred in my life that were never discussed, never pointed out to me. It helped me to do a lot of self reflection, evaluation, and also helped me to set some goals for the continuation of my own racial literacy development.
- It has given me a forum and a community in which to examine my identity and my understanding of race and racial literacy. It has helped me to dig into my own biases and reflect on ways to challenge myself and others to show love for others in a radical and unbiased way

10. Workgroup: “Vetting a Writing Resource to Create a Vetting Tool” Six Early Literacy Coaches, with the support from Dr. Susan L’allier, reviewed a resource with the intent to create a process for vetting future resources. The team completed multiple reads, each time checking for representation of standards, the Essential Instructional Practices in Early Literacy, Grades K-3, connection to Dr. Muhammad’s Culturally and Historically Responsive Framework. The outcome included a process for checking for alignment of the Essentials, Dialogic Theory Protocol, Sketch Notes, and so much more. The project will provide early literacy coaches with a process and tools for making the alignment across the ongoing learning.

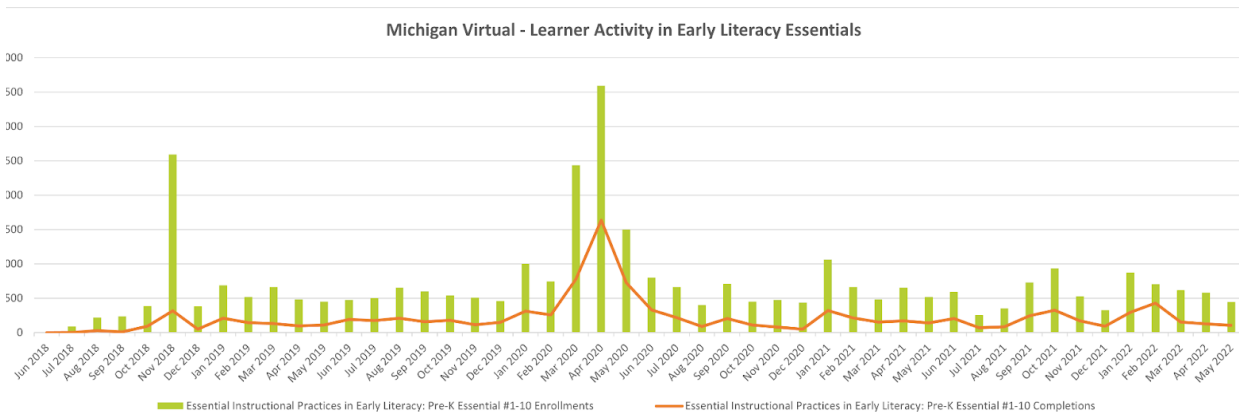


11. Monthly Early Literacy Coach Coordinator Connections (Optional Sessions) With the rapid increase in local coaching networks, MAISA responded by offering optional connections between coach coordinators. There are roughly X coach coordinators and there is usually representation from most ISD's each month. This is a time for coordinators to connect, share, network, to support each local network. We believe these intentional connections foster literacy leadership that helps sustain the Early Literacy Coaching Network but also within each ISD.

12. Literacy and Coaching Module Data: In partnership with EduPATHS AND MICHIGAN VIRTUAL the modules continue to be a focus with the Coaching Network and are utilized for professional learning in schools and districts across the state. Notice the spike during the COVID-19 pandemic which demonstrates that educators were still working on professional learning.

- **Michigan Virtual/MAISA's Pre K Module Engagement as of March 2022:**

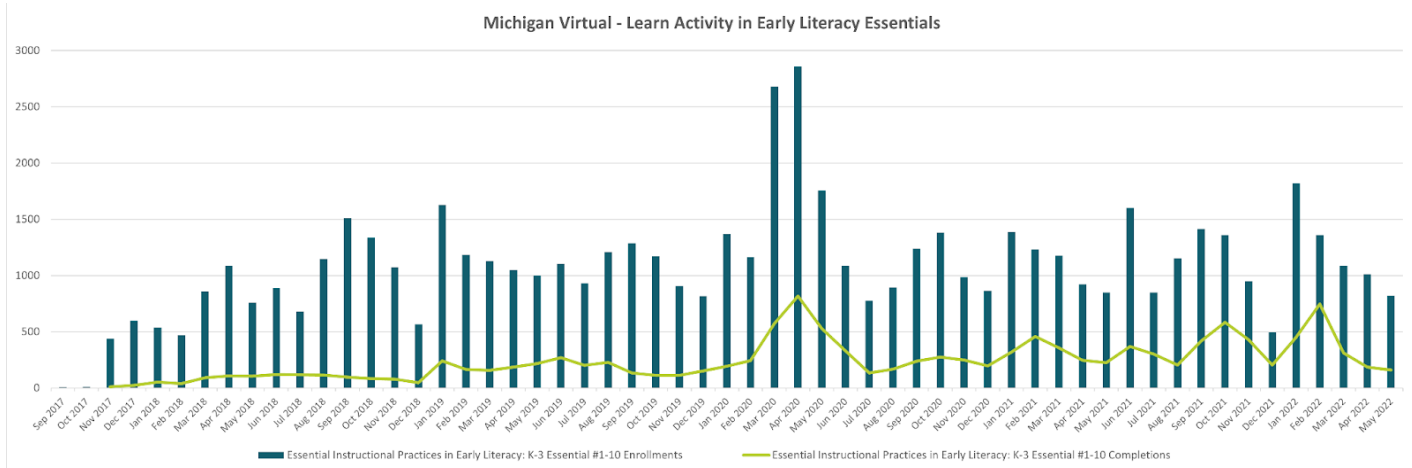
Overall - Pre-k Enrollments - 34755. Pre-k Completions - 15128



- **Michigan Virtual/MAISA's K-3 Module Engagement as of March 2022:**

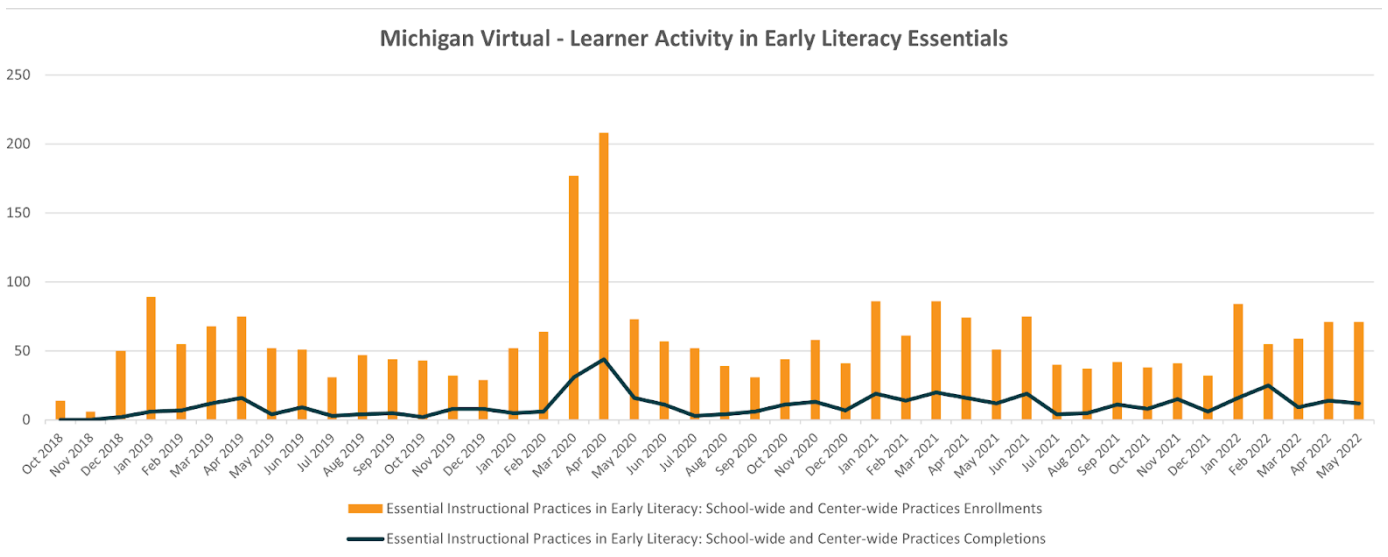


Overall - K-3 Enrollments - 63672. K-3 Completions - 23352



- Michigan Virtual/MAISA's Schools Wide and Centerwide Organizational Pre K-5 Module Engagement as of March 2022:**

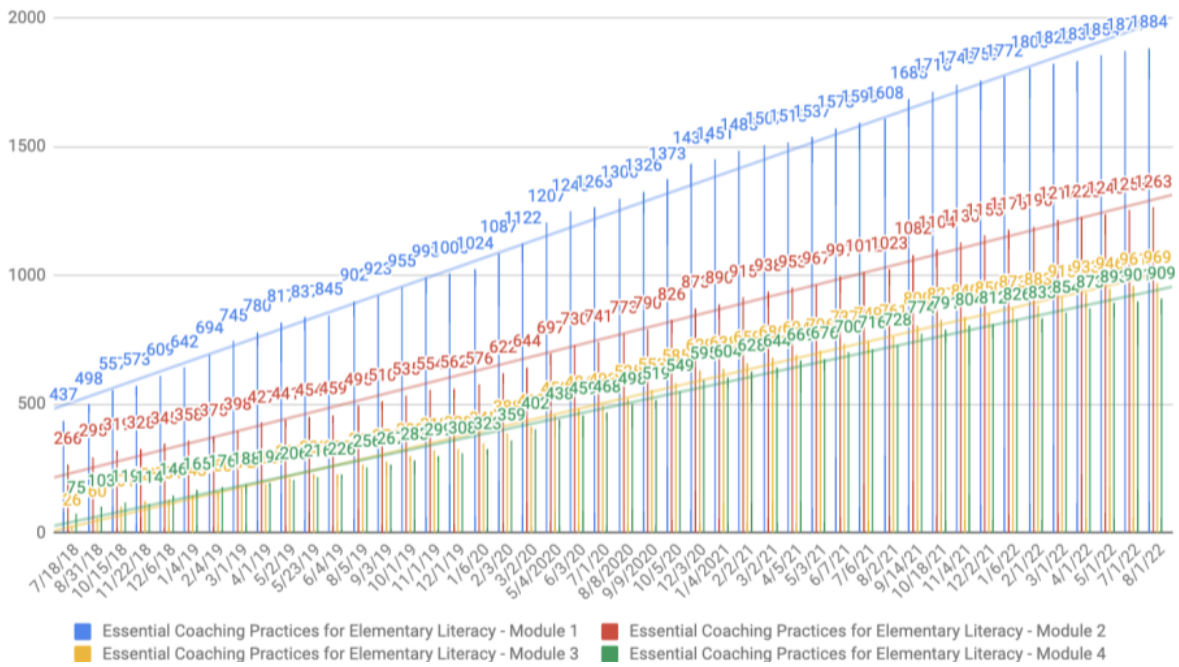
Overall - School-wide and Center-wide Enrollments - 2691.
 School-wide and Center-wide Completions - 774



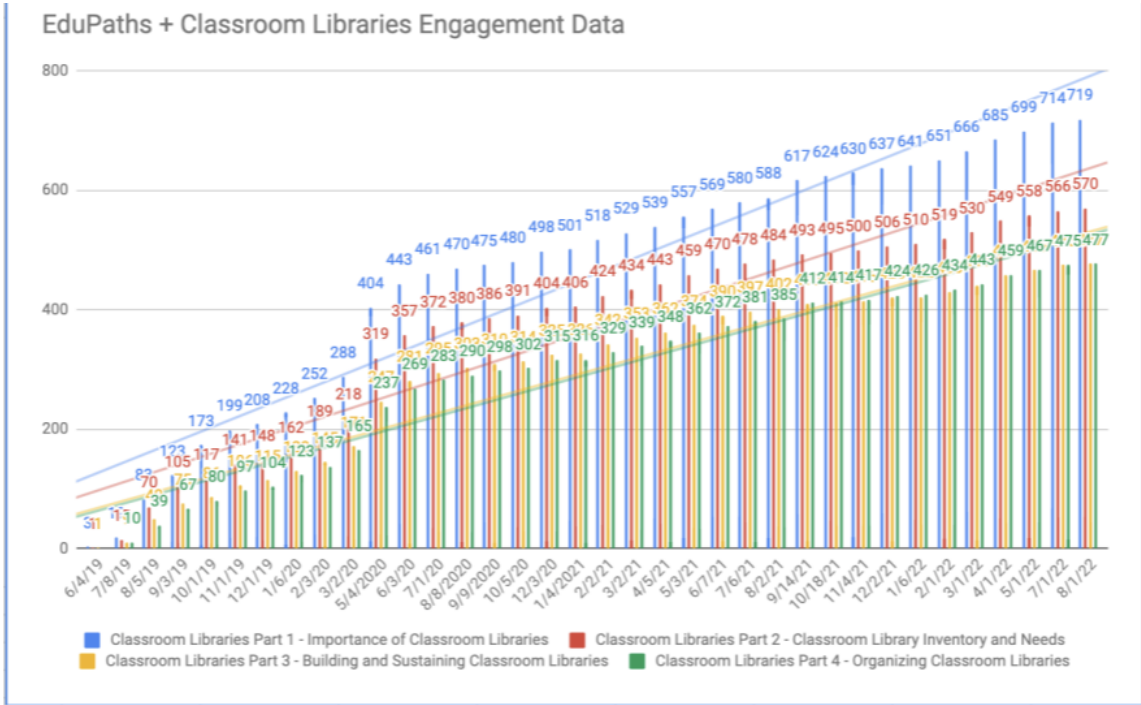


- MAISA/EduPaths Essential Coaching Practices for Elementary Literacy Module Data as of August 2022**

EduPaths+Essential Coaching Practices for Elementary Literacy Engagement Data



- MAISA/EduPaths Essential Classroom Libraries for Elementary Literacy Practices for Elementary Literacy Module Data as of August 2022**



13. MAISA and Detroit Public Television's Michigan Learning Channel Partnership:

- In partnership with MAISA and the [Michigan Learning Channel](#) “[Read. Write. Roar](#)” programming was launched in March of 2021. A full year of Kindergarten to Grade 3 content lessons are available for Michigan’s educators, families, and children. These lessons were developed and taught by our own Michigan K-3 teachers and our ISD Early Literacy Coaches. These lessons are aligned with the *MAISA/GELN Early Literacy Task Force’s Essential Instructional Practices in Early Literacy: Grades K-3* and Michigan English Language Arts Standards. These are being widely used across our state and beyond.
- Future Plan: Production will begin to take place for Pre Kindergarten learning segments during fall 2022. These lessons will be aligned with the *MAISA/GELN Early Literacy Task Force’s Essential Instructional Practices in Early Literacy: Grades K-3* and Michigan’s Early Childhood Standards.



Fun Facts

- 14 Michigan early literacy coaches vetted early literacy content
- 6 Michigan early literacy coaches developing K-3 lesson planning guides for marking periods 1-4
- 11 Michigan teachers delivering Read, Write, ROAR! instructional lessons
- 224 episodes completed in live broadcast for K-3 literacy instruction
- 859 Professional Learning registrations with approximately 488 participants
- 12,948 RWR Average Monthly Broadcast Statewide Viewers*
- 62,196 MLC Average Monthly Social Media/Facebook*
- 24,687 Newsletter Subscribers (Teacher/Educator)*
- 14,114 Newsletter Subscribers (Parents)*

**Indicates data as of July 2022*

2022 Michigan Learning Channel – Metric Report by Month for Broadcast Statewide Viewers, Social Media, Newsletter Subscribers

Broadcast Statewide Viewers	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022	July 2022
Read, Write, ROAR!	6,696	4,368	117,552	1,800	3,720	8,280	12,960

Social Media, Newsletter Subscribers) (Broadcast Statewide Viewers, Social Media, Newsletter Subscribers) *Note: This chart includes other programming to see how “*Read, Write, Roar*” sits in usage comparison to other programs. It is understood that the channel was highly utilized during



the pandemic.

**Comparison from June 2021/June 2022 and July 2022/July 2021 2022
YTD Monthly Average (January through July 2022) Broadcast
Statewide Viewers.**

Broadcast Statewide Viewers	June 2022	June 2021		July 2022	July 2021
Read, Write, ROAR!	8,280	10,640		12,960	20,160
Math Might's	16,560	20,202		15,480	19,328
Extra Credit	4,788	0		5,928	11,631
Wimee Words	9,936	4,040		16,340	22,445
Live from the Opera House	2,112	0		0	8,663
Social Media	June 2022	June 2021		July 2022	July 2021
Facebook Total Reach	45,993	23,555		72,854	24,174
Facebook Engagement	864	1,788		2,463	11,278
Twitter Total Impressions	2,056	15,400		3,062	12,100
Twitter Engagement	2.00 %	1.30 %		2.70 %	1.10%
Instagram Impressions	37,100			47,200	



TOTAL Social Impressions	85,149	38,955	123,116	36,274
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- PL Webinar Series “Literacy Essentials Professional Learning Series”** MAISA and Michigan Learning Channel (MLC) partnered in Fall 2021 to offer a series of [professional learning workshops](#) highlighting lessons from the Detroit Public Television literacy show, Read, Write, ROAR crafted to align with *MAISA/GELN Early Literacy Task Force’s Essential Instructional Practices in Early Literacy: Grades K-3* and Michigan English Language Arts Standards. These sessions are hosted by MAISA and co-facilitated with experienced MLC Teachers and ISD Early Literacy Coaches. K-3 educators from across Michigan and beyond participated. Each session focused on specific lesson types from Read, Write, ROAR and practices from the literacy essentials and the respective research are highlighted within each webinar. Links to the previously recorded professional learning sessions connected to the *Essential Instructional Practices in Early Literacy: Grades K to 3* are available [here](#); Some of the learning sessions will be repeated this fall and are also listed.



2022 MLC Professional Learning Series Metrics

Session # Date	Professional Learning Topic	Literacy Essentials Focus	Total Eventbrite Registrations	Live (Zoom Room)	SCECHs Issued	YouTube Reviews as of 07.31.22
1 – 09.21.21	Word Ladders & Mystery Words	4, 5, 6	150	90	39	255
2 – 10.19.21	Letter Heroes & High Frequency Words	4, 5, 6	193	98	61	298
3 – 11.16.21	Let's Write	6	146	54	29	61
4 – 02.15.22	Using Read Alouds to Build Content and Vocabulary Knowledge	2, 7	148	93	46	100
5 – 04.19.22	Creating Equitable Access to Great Literacy Instruction	1, 8, 10	126	52	31	16
6 – 05.17.22	Summer Learning & Family Engagement	8, 10	130	60	31	21

Attendance Summary for Table Above:

Overall Registration in Eventbrite	= 893
Minus MLC Staff/Duplicates in Eventbrite System	= (34)
Total Actual Registrations	= 859 (equates to 488 individuals who attended multiple PL sessions 1-6)

Participant Reflections in response to, “What is your key takeaway from today’s learning session? What strategy do you see yourself using in your instruction as early as tomorrow?” for:

Session 1: Word Ladders and Mystery Words:

ISD Coach Participants:

1. Loved that the examples were tied to the essentials. I will share the mystery word strategy with teachers.” “How easy it is to combine the essentials in a single lesson! As a coach, I could possibly model a word ladder lesson.”
2. Mystery Word is a great way to incorporate vocabulary. As a literacy coach, I see these as quick routines to share with teachers.
3. Reinforcement and review of two great activities to reinforce phonological awareness and phonics. So much fun!! I am hoping to be able to model a couple of these



activities in rooms that I am coaching in.

Teacher Participants:

1. I love the idea of using word ladders to scaffold my students' phonics growth! I could differentiate this activity by doing it with small groups focused on the specific skills they are ready for. I would love to start using Word Ladders first with students whole-group to help students understand the procedure, and then differentiate by using this activity in small needs-based groups, targeting specific phonics skills. (Ex: changing the beginning sound vs. changing the ending sound... etc.)
2. Teaching spelling/phonics is so different than what it used to be. I have got to get out of the mindset of a phonics book & worksheets and more into DOING. EVERYTHING that was mentioned!!! Word Ladders, Mystery Words,...

Interventionist Participant: Activities to use with my intervention students, making words (Mystery Words). This activity gives my students an opportunity to practice substitution of phonemes, manipulating letters (multisensory) and reinforcing vocabulary when applicable. Either Mystery Word or Word Ladder, I can use either of these immediately and successfully.

Session 2: Letter Heroes and High-Frequency Words

ISD Coach Participant: I learned great ways to help coach teachers to teach letters/sounds/formation, as well as high frequency words. I can see myself easily helping teachers use and apply either of these into their instructional practices.

Teacher Participant: I loved the high frequency information. I have been using flashcards, but now I know a better way to teach it. Intentional teaching of high frequency words.

Interventionist Participant: Ways to teach upper and



lower case letters with sounds. I love how there is a sentence for students are searching to find them. The HFW lesson showed me how to give direct instruction with this area. Showing this to teachers and using in small groups with students.

Session 3: Let's Write!

Teacher/School Leader Participant: Although this session was not geared to the grade level that I teach (Kindergarten), I learned what writing looks like in the other grades. I am on the Writing Committee at my school. I took away the fact that teachers can help scaffold the writing process with students to help them feel successful. Using organizers and charts can help students write on their own.

Teacher Participant:

1. The power of modeling for students, each time I observe I learn something new. I liked underlining vocabulary in the RACE writing.
2. Seeing the lessons in action and the learner guide with all the resources linked.
3. Writing is a complex skill to teach, particularly because of how many different types of writing there are! Inspiring an enjoyment of reading is key, which includes implementing different strategies. Though I teach younger grades, I really like the structure of the Story Map for narrative writing. I think it may be a bit too descriptive for first grade, but the structured and easy to follow guideline is great! I may simplify it and use it soon!
4. Essential #6 Writing Instruction - RACE Strategy

ISD Coach Participant: Use more writing strategy anchor charts! Encouraging teachers to create anchor charts.

Session 4: Using Read-Alouds to Build Content and



Vocabulary Knowledge

ISD Coach Participant: The importance of planning as well as making sure to provide repeated exposures of the vocabulary words taken from the text.

Teacher Participant: I really liked the idea of going over new vocabulary multiple times; adding motions, sounds, and relating to something familiar to help with understanding and retention. Definitely continue to read aloud and making sure to review/discuss new words at the beginning.

Session 5: Creating Beloved Community to Embrace Diversity, Equity, and Inclusion

ISD Coach participants:

1. New ideas for lessons using the essentials for literacy. The one sample lesson with the video modeling.
2. There are many ways to make lessons supportive of diversity, equity, and community; Text selection considerations

Teacher Participants:

1. How you can easily incorporate many different literacy essentials into one lesson. Visuals! This is something that I haven't thought about as much since we have moved back to face-to-face teaching, but it is so important!
2. Always make sure your lessons are meaningful and relevant for your students. Using read alouds to build content and vocabulary knowledge.
3. I enjoyed the discussion regarding collaboration with families in promoting literacy; prompt children during reading and incorporate literacy promoting strategies into everyday life.
4. Seems to be a great resource for teachers, students, and families. The strategies I see myself using are increasing family involvement and trying to



incorporate the cinquain poem into a lesson on parts of speech.

5. Pathways to learning more www.literacyessentials.org. I liked the Venn Diagram with comparing and contrasting the two books.

Session 6: Summer Learning & Family Engagement

ISD Coach Participants:

1. The depth of resources available to support families! Way to go! Passing this info along to administrators and teachers.
2. The quality read alouds that are available on the Michigan Learning Channel. Sharing the idea of using these read alouds at home with families so they can have high-level conversations around the concepts and vocabulary in the books.

Teacher Participants:

1. I really like the easy access to great resources/lessons that tie to the standards! I want to explore the MLC website to see how I can incorporate the themed weeks and resources to help me plan a quality summer school learning opportunity for my students
2. I took a lot away from today's session. I did not know a lot about michiganlearning.org. I had heard about it and that is it. I know that I have some exploring today. It may not be what you mean, but I plan to use some additional instruction for summer reading with parents from Essential 9. Like giving them ideas on how to give feedback to their child.
3. This was my first attendance of the Michigan Learning Channel webinar series. The information and resources that were given are much appreciated. After attending the webinar I accessed several activities from the website and found that they were interesting and engaging. The website is well organized and easy to use. Reading with a continued emphasis on new vocabulary; verbal and



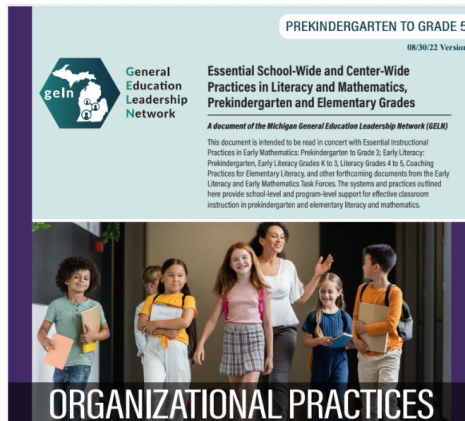
non verbal cues.

Community Organization Participant: Literacy Essentials are a tool for ensuring equitable access to literacy learning; dialogic read aloud

NOTE: In addition, Coaches, Coaching Coordinators and ISD Consultants often present and facilitate professional learning within their ISD's and regions. They continue to facilitate professional learning for teachers. Many Coaching Coordinators and ISDs run Literacy Networks and also meet to learn together, plan initiatives and professional learning opportunities and facilitate professional learning for teachers and school leaders

14. Systems Work and Development

- [Essential School-Wide and Center-Wide Practices in Literacy and Mathematics:](#)



- Over the past year, literacy and Math researchers have worked to revise the existing Organizational Practices for literacy to be inclusive of mathematics and include updated research. The updated document was released in August of 2022.
- Future planning will be to update support materials to include math and develop professional learning opportunities for our ISD's and local districts.

- [Literacy Leadership Network](#)



- The partnership with MAISA and MEMSPA continues to a positive focus for building a literacy system with schools across Michigan. The work utilizes the research informed [“Essential School-Wide and Center-Wide Practices in Literacy”](#) (now updated to include math) and the Literacy Instructional Practices as the foundation.

As stated in the [LLN Full Progress report](#), the continued goal of a Literacy Leader Network is to build the capacity of educators in literacy leadership roles (building principals, literacy coaches; literacy directors; ELA coordinators; specialists who also work with teachers) to ensure system wide implementation of the research and practices that undergird the Michigan Early Literacy Essentials. The Literacy Leader Network model supports organization-wide literacy improvements rooted in practices that build collective capacity for continuous improvement through a four-phase process rooted in a deep understanding of both literacy and a systems approach to capacity building, coherence, and change. Research on school change suggests that leaders need specific support not only in understanding what effective literacy instruction looks like (e.g. nearly half of all elementary teachers come from secondary backgrounds and lack the requisite knowledge to understand, evaluate, and support research based instructional practice) but they also need support in designing systems that integrate initiatives and expertise to build coordinated and coherent approaches to curriculum, assessment, and instruction.

Literacy Leadership Network Case Studies can be viewed here:

[Literacy Leadership Network Case Studies](#)

15. 6-12 Disciplinary Literacy Professional Learning and Development: Professional Learning

Introductory (860 participants to date) and Deeper Dive events

- Reflections:

“The presenters did a fantastic job demonstrating instructional activities that match with each of the literacy essentials.”

“I thought the pace and variety of activities were very well done and made this an excellent learning opportunity! Thank you!”



“An amazing two days! So many great ideas and I will be able to go back and implement immediately!”

- Development of EduPaths 6-12 DLI courses (equitable access) [Course 1](#)
- Schoolwide Essentials event in June (in person) well-attended (32 participants)

- Reflections:

“Incredible protocols to engage in rich dialogue and collective thinking around the DL and 6-12 Disciplinary Literacy Essentials.”

“Besides networking with other ISD professionals, it really helped me gain perspective on how other disciplines were connected to one another. I’m in a new role and this gave me so many ideas on where I could take this role. Seeing how I could be part of the larger picture was really powerful.”

- MAC Reads collaboration & book discussions
- Kent ISD podcast
- Hope College & GVSU podcast

16. Birth to Age 3 and Pre Kindergarten:

- Seated and held 4 B-3 advisory committee meetings and 4 Prek Meetings
- 39 attendees completed the first B-3 ToT (A repeat training will be held in October 2022)
- Developed the B-3 family essentials: MAISA/GELN Early Literacy Task Force’s ***“Birth to Age 3 Family Document: Language and Literacy for Littles and Loved Ones”***
- Developed B-3 Training materials for Trainers and toolkits for both Educators and Families
- Developed and launched a B-3 website
- Completed a first draft of the Prek Coaching Essentials
- Revised PreK training content
- Updated the **MAISA/GELN Early Literacy Task Force’s *“Essential Instructional Practices in Literacy: Pre Kindergarten”*** to reflect new research. These are being reviewed in mid-September.



The ISDs/RESA's also provide professional learning opportunities on the Essential Instructional Practices in Literacy and the School-Wide and Center-Wide Organizational Practices on a regular basis in the following ways based on their County/Regions identified needs:

- **Countywide Coaching Networks**
 - **Some shared examples:**
 - **Meeting held monthly.**
 - **Monthly sessions with all coaches and individualized support for coaches upon request. We require all coaches to complete the K-3 Essentials and Coaching online modules.**
 - **Focus on a Coaching Essential during our monthly network meetings.**
 - **Coaching Cycles were a very consistent method of collecting data and demonstrating focus and impact.**
 - **Coaching logs *(various formats) were very consistently used.**
- **Literacy Leaders Networks -**
 - **Some shared examples:**
 - **Quarterly professional learning sessions for the Literacy Leadership Network, Monthly**
 - **professional learning sessions for School Leaders**

Note: It varies how often each network meets based on the county's individual needs and model of support.

1. Examples of ongoing Professional learning focus areas that ISD/RESA's provide around the Literacy Essential and School-wide and Center-Wide Organizational practices are named here:

Note: Professional learning is provided in various modalities and grouping to best meet the needs of our district & countywide stakeholders. For example, it may occur virtually or in-person, by grade level groups, PLCs, grade bands, etc. They are also offered in a face to face, virtual and hybrid depending on the ISD participant needs,

- K-3 Essential Literacy overview - once a year
- New Teacher Essentials Training, monthly for 6 months, hybrid
- Learning Bursts, asynchronous, weekly for 10 weeks



- K-3 Essential Literacy writing practices and focus - series offered 5 times throughout the year with different focus each time. *
- Professional learning sessions per year for K-5 teachers followed by in district coaching and asynchronous opportunities to go deeper into the literacy essentials
- Special focus on Essentials 4, 5, 9, and 3 for professional learning.
- Promote the Essentials virtual modules for learning
- Essentials in Action where we choose an Essential Practice, find teachers across the county who welcome participants into their classroom as they model the practice and then the participants debrief the observation on the bus in transit to the next classroom
- Provide training, access and coaching around the Early Literacy Essentials. Provide coaching support around diagnostic assessments, how to use the data to develop small groups, Phonemic Awareness and Phonics trainings. This year we are focusing on vocabulary instruction. We also focus on a Coaching Essential during our monthly network meetings.
- In district grade level meeting facilitation and professional learning when requested around this work
- Summer Book Studies, each summer, asynchronous
- K-1 Digging Deeper into the Essentials, monthly for 5 months, hybrid
- Early Literacy Collaborative, monthly for school year, asynchronous
- Elementary Literacy Team facilitation, 30 hours per year
- Orthographic Mapping Module Creation, approximately 3.5 hours
- Our Early Literacy Team also provided a professional learning session as part of the New Teacher training that centered around the Literacy Essentials and gave them a brief overview with opportunities for coaching in their district.
- We provide 3 data days for each district for each grade level K-3 (fall, winter, spring)
- We provided a 2nd gr. literacy cohort series of professional development - with a focus on Essentials 5 and 9.
- We have provided a brief overview of all Essentials via short informational videos and follow-ups (during covid). Recently, we have been able to provide in person support.



- We have supported multiple teachers with coaching around Essential #1, #3, #4, and #9. Cycles have ranged in length from a couple of weeks to 9 weeks in length.
 - New Teacher Academy (4 - 1 hour sessions)
 - CLC/Principal Academy (Monthly - 15 minute updates)
 - *Coaching activities and PD aligned with literacy and school focus. (in schools throughout the year)
 - *Afterschool PD opportunity focused on specific essentials - LETRS with Alignment of Essential 4 & 5. (Three 1 hour sessions throughout the year)
 - 6-12 Disciplinary Literacy Essentials deep dive - series that meets monthly throughout yearK-3 Essential Literacy Practices: Overview - year long series met 6 times
 - 6-12 DLE Deeper Dive - series met 5 times throughout year
-
- **Specific ISD Example for Professional Learning Provided:** Note: This is a snapshot. Please inquire if you would like to view more of these examples.
 1. **ISD/RESA Shared 21-22 Example**
 - Interactive Writing and Interactive Editing (Zoom)
 - Literacy Essentials K-3: An Overview (In person)
 - Text in Use: Intentional Use of Your Classroom Library (zoom)
 - Literacy Rich Schedules in PreK (zoom)
 - Literacy Rich Schedules: Transition Songs for Prek- K (in person)
 - Professional Learning provided at districts (upon their request):
 - Building a Literacy Rich Schedule (in person at their site)
 - Small Group Instruction (in person at their site)
 - Blending Routines (in person at their site)
 - Abundant Reading Materials in the Classroom (in person at their site)
 - Professional Learning provided to the CORE:
 - Impacts of a Coaching Log (zoom, follow up in person)
 - Peer to Peer Collaboration: Data Meetings (in person at host site)
 2. **ISD/RESA Shared Example:**
 - Multiple professional training opportunities around the Literacy Essentials including the following: Essential Instruction Practices in Early Literacy



Grades K-3; K-3 Literacy Essentials: High Leverage Instructional Strategies; Small Group Instruction in the Early Literacy Classroom; and Essential School-Wide and Center-Wide Practices in Literacy. The listed professional opportunities are provided in person at the JCISD and in LEA buildings to meet districts, schools and teachers where they are. Additionally, ISD literacy coaches provide onsite coaching and professional learning around the K-3 Literacy Essentials in high intensity, high impact models. Lastly, all literacy related PD provided refers to the Essential Practices.

3. ISD/RESA Shared Example:

Our Literacy Coaches provide professional learning to our districts through their job-embedded coaching work, ISD professional learning offerings around the Essential Instructional Practices, and push-in professional learning to individual districts/buildings focused around the Essential Instructional & Schoolwide Practices that align with district & building MICIP goals. Coaching & ISD professional learning offerings are ongoing throughout the school year. The push-in district professional learning occurs differently based on district needs (ex; monthly, 3x a year, 1, etc.). Professional learning is provided in various modalities and grouping to best meet the needs of our district & countywide stakeholders. For example, it may occur virtually or in-person, by grade level groups, PLCs, grade bands, etc.

● **Example of some Future ideas ISD's want to incorporate:**

- Beginning this year we also hope to start using a partnership update with our local districts. It will communicate adherence to grant assurance but specifically the types of professional learning being completed by the coach, being facilitated with teachers in their district by the coach, and coaching cycles completed. We hope this will help us to maintain fidelity to the grant but most importantly communicate about the types of work happening at each district level.
- Specific focus on a topic such as “Vocabulary and the Essential Practices in Literacy”.



- In 22/23 we are providing a 1st and 3rd gr. literacy cohort series of professional development - with a focus on Essentials 5-9. These include all teachers, paraprofessionals, district coaches and special education educators.

2. ISD Impact Data and Impact Examples can be viewed here:

Note: These are only a snapshot of a few that have been collected.

- [Ottawa Area ISD](#): This example shares a 5 year Coaching Model, Literacy Coach Graphic, and an Early Literacy Coaching Infographic
- [Tuscola Coaching Cycle Data](#): Tuscola had a clear focus around their coaching cycle and saw growth in each grade level from pre and post assessments.
- [Muskegon ISD](#): The following are some data stories collected to show show the impact on either, or both, teacher practices and student learning outcomes.

[Data stories 1 and 2](#) show the impact of collaborative partnership with Kindergarten veteran teacher, a brand new 1st year Kindergarten teacher, and ISD School-Based early literacy coach. These two teachers worked collaboratively with the coach each in a coaching cycle to meet their individual goals. Additionally, these teachers and coach worked collectively in sharing their targeted goals, instructional outcomes, and created opportunities with focused planning time to extend learning. You will notice that a brand new teacher had similar outcomes of the veteran Kindergarten teacher on student learning.

- a. Quote of a [brand new](#) teacher regarding referencing the courage to embark with differentiated small groups and observation of student learning. *“You know your students at the table. It’s so motivating and I’m able to build relationships with them. I want the students to go to first grade and be like ‘I’ve got this’.”*
- b. Quote of the [veteran](#) teacher after using many strategies in the past. *“In my 6 years in Kindergarten, this is the first time ALL my kids know their Upper- and Lower-case letter names and all of their basic letter sounds. Never have I had a program that supports right where students are at and how to get there. It’s amazing growth!”*
“Writing is more successful. Sounds are there. In the past I had to



constantly give to the student writers, and now, the students are able to write.”

Data story 3 highlights the power of the coaching cycle where a classroom teacher and coach working alongside each other to build **teacher efficacy and understanding of good writing instruction – teaching and learning.**

Teacher reflection of coaching support and value to connect with a coach IN the building and there consistently and reliable. Interview with teacher(s) on May 3, 2022.

“Like if you were to tell me to write a narrative like we had my 3rd graders do, I’d be like scared. I had this vision of 2 or 3 kids being frozen like I would be frozen. I think the way we (teacher and coach) worked together, we didn’t really have any one stuck. Having another person was like having a set of training wheels that I can have on and then when feeling comfortable, take off. I know I can bring her back in if needed. This is comforting to have this partnership without evaluation or judgement.”

Coaching Testimonial from a Principal:

<https://drive.google.com/file/d/1wLUp2Zbnzsc4wY487e1bt36Wv9Ea99Pk/view>

- **KRESA:** Our training and coaching work has allowed our RESA to turn research into practice because of the growth that we had made. We have increased the number of ISD literacy coaches, as well as the number of districts that have partnered with us to acquire Educator on Loan literacy coaches. All our public school districts are supported by our literacy work and have a literacy coach in their district working to increase K-3 teachers’ knowledge and skills and build teacher capacity around essential practices for good instruction and conditions for student growth. We have several districts that are heavily invested in strengthening their literacy instructional system by making additional connections to School-Wide Practices and Disciplinary Literacy Practices. We are impacting nearly 6,003 students in Kalamazoo County. Finally, the members of our Coaching Collaborative have representation from every district in our county. We also have coaches from outside the county attend our Coaching Collaborative Network Meetings and have made it a priority to attend and collaborate.



The data below indicates that most district coaches began the year with more time spent supporting teachers with non-instructional practices, increased support with instructional practices during the year, and ended their support focusing reflective/evaluative practices. This movement of support demonstrates how coaches adapt to the needs of teachers who are making instructional shifts as their students grow. (NOTE: Percentages do not equal 100% as School-Wide and Coaching Practices may have been contributing areas to overall time spent with teachers).

Percentage of Time Spent in Each Essential - Quarter 1

	EOL 1	EOL 2	EOL 3	EOL 4	EOL 5
Essential 1	3				
Essential 2	3	1			
Essential 3	20		1	5	17
Essential 4	2				
Essential 5	8		13		
Essential 6	2		1	1	
Essential 7	1	2			
Essential 8	9				
Essential 9	1	6	15	12	
Essential 10	4			2	

Percentage of Time Spent in Each Essential - Quarter 2

	EOL 1	EOL 2	EOL 3	EOL 4	EOL 5
Essential 1	17		2		1
Essential 2	0			2	
Essential 3	18		3	5	3
Essential 4	3		2		
Essential 5	14	10	10		
Essential 6	29	4		2	
Essential 7	2	4			
Essential 8	2				
Essential 9	20	2	45	7	44
Essential 10	2		1		

Percentage of Time Spent in Each Essential - Quarter 3

	EOL 1	EOL 2	EOL 3	EOL 4	EOL 5
Essential 1	2				



Essential 2	3	7	2		
Essential 3	9		1	13	27
Essential 4	6				
Essential 5	21	12	38		
Essential 6	32	7	1		
Essential 7	2				
Essential 8	2				4
Essential 9	16	10	13	13	18
Essential 10	0	2	2		2

Percentage of Time Spent in Each Essential - Quarter 4

	EOL 1	EOL 2	EOL 3	EOL 4	EOL 5
Essential 1	0				
Essential 2	0			13	
Essential 3	5			13	38
Essential 4	0				
Essential 5	23		19		
Essential 6	5		10	8	
Essential 7	0				
Essential 8	0				
Essential 9	23		33		31
Essential 10	9				

[Question 6] Data that supports student growth.

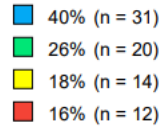
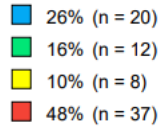
The following data shows student growth from various districts within Kalamazoo County during the 2021-22 school year. The data shows several benchmark assessments that are used within the county and at multiple grade levels.

Sample: District 1

Acadience Benchmark Test – Kindergarten First Sound Fluency – Beginning to Middle of Year

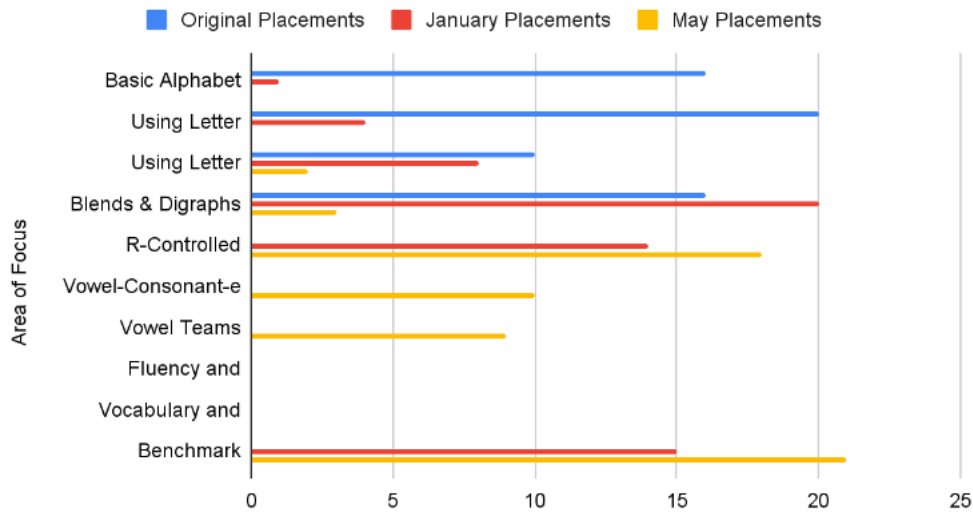


First Sound Fluency



DRI Skills Based Placements – Grade 1 – Year Progression

1st Grade Skills-Based Placements Overall

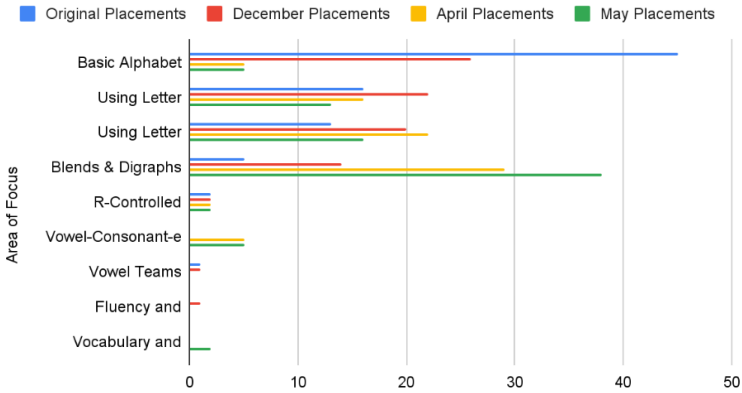


Sample: District 2

DRI Skills Based Placements – Grade 1– Year Progression

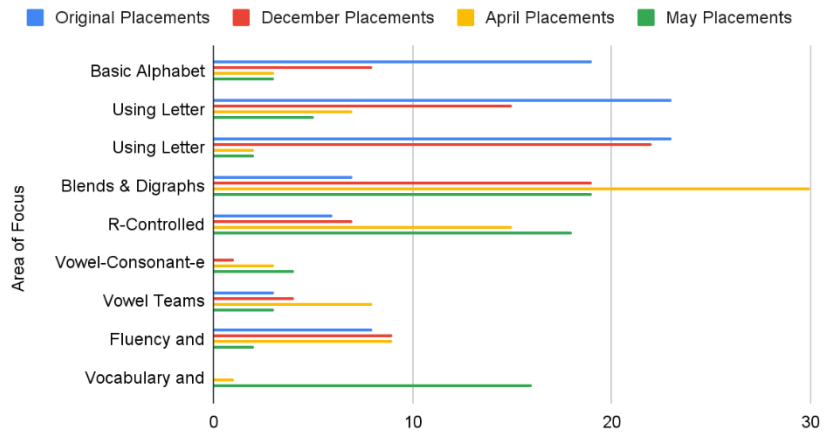


1st Grade Skills-Based Placements Overall



DRI Skills Based Placements – Grade 2 – Year Progression

2nd Grade Skills-Based Placements Overall



Sample: District 3

Acadience Pathways of Progress – Grade 2 Classroom – Fall to Spring



Name	BEGINNING OF YEAR	END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY	
	Reading Composite Score	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	ORF Retell Score	Pathway	Reading Composite Score	Pathway
	6 □	22 □	3	76% □	4	0 □	1	22 □	★ ★
	138 ■	82 ■	3	98% ■	4	27 ■	2	240 ■	★ ★ ★
	262 ▲	144 ▲	4	99% ▲	5	46 ▲	3	348 ▲	★ ★ ★ ★
	22 □	49 □	5	92% □	5	20 □	4	145 □	★ ★ ★ ★ ★
	170 ■	91 ■	3	96% ■	2	63 ▲	5	305 ▲	★ ★ ★ ★ ★
	204 ▲	127 ▲	5	99% ▲	5	65 ▲	5	369 ▲	★ ★ ★ ★ ★
	220 ▲	114 ▲	3	98% ■	2	54 ▲	5	326 ▲	★ ★ ★ ★
	188 ■	115 ▲	5	97% ■	2	37 ■	3	285 ■	★ ★ ★
	125 □	71 □	3	97% ■	4	45 ▲	5	257 ■	★ ★ ★ ★
	108 □	83 □	5	98% ■	5	35 ■	4	257 ■	★ ★ ★ ★ ★
	22 □	55 □	5	93% ■	5	30 ■	5	179 □	★ ★ ★ ★ ★
	56 □	86 □	5	99% ▲	5	35 ■	5	268 ■	★ ★ ★ ★ ★
	246 ▲	103 ■	2	100% ▲	4	32 ■	2	287 ▲	★ ★
	200 ■	117 ▲	4	99% ▲	4	65 ▲	5	359 ▲	★ ★ ★ ★ ★
	287 ▲	117 ▲	3	100% ▲	4	51 ▲	4	339 ▲	★ ★ ★
	16 □	24 □	2	83% □	4	0 □	1	24 □	★
	109 □	70 □	3	99% ▲	5	64 ▲	5	310 ▲	★ ★ ★ ★ ★
	158 ■	108 ▲	5	100% ▲	5	40 ▲	4	308 ▲	★ ★ ★ ★ ★
	239 ▲	129 ▲	4	99% ▲	5	50 ▲	4	341 ▲	★ ★ ★ ★
	187 ■	94 ■	3	98% ■	5	35 ■	5	268 ■	★ ★ ★

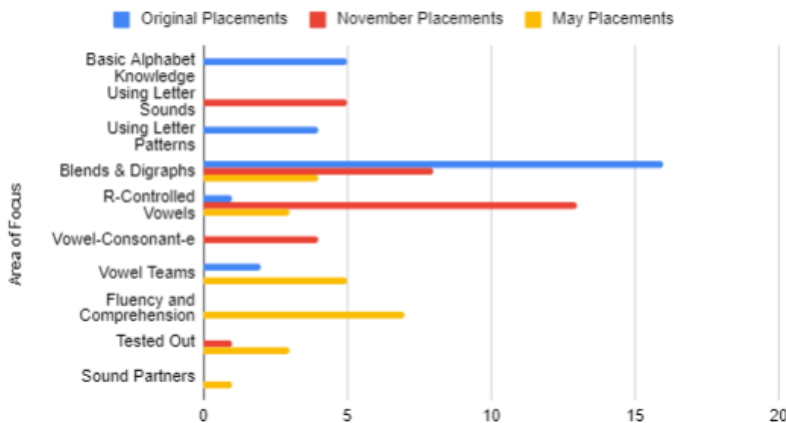
- ▲ Above Benchmark / Likely to Need Core Support
- At Benchmark / Likely to Need Core Support
- Below Benchmark / Likely to Need Strategic Support
- Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:

- WELL ABOVE TYPICAL ● ★ ★ ★ ★
- ABOVE TYPICAL ● ★ ★ ★
- TYPICAL ● ★ ★
- BELOW TYPICAL ● ★ ★
- WELL BELOW TYPICAL ● ★

DRI Skills Based Placements – Grade 2 – Year Progression

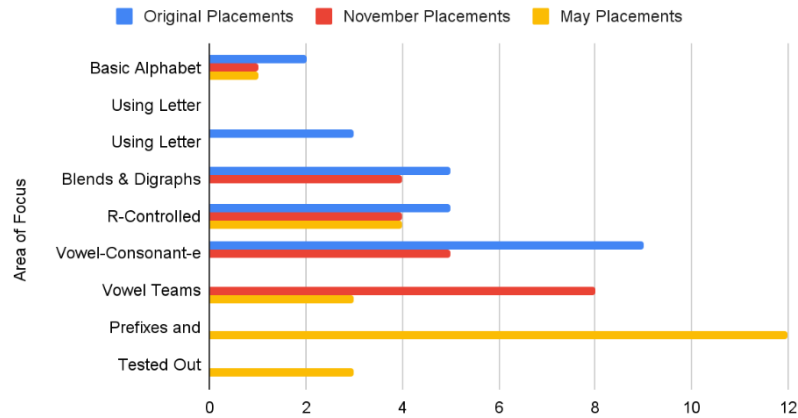
2nd Grade DRI Progression



DRI Skills Based Placements – Grade 3 – Year Progression



3rd Grade DRI Data



- **Delta-Schoolcraft ISD:** [3 Data and Impact Stories](#)

5. ISD Reflections/Comments around the Essential Practices in Literacy Work and Coaching:

- *“We are really beginning to see some impact from our work in local districts. We are hopeful that this grant, and the opportunity to help teachers navigate the path of teaching students to read, continues.”*
- *“We are hopeful that this grant will continue so that we can continue to support our local districts and teachers with teaching practices and strategies to improve student growth and achievement in literacy.”*
- *We so appreciate the ISD literacy coaching network and all the support from MAISA and GELN!*
- *Thank you for all of your work around this. This is some of the most exciting and rewarding work that we (both us as an ISD and our local districts) have been involved in.*
- *We have a strong and beautiful team who cares deeply about the work we do that is grounded in the Literacy Essentials. As a team, we are invested in doing hard work to ensure every child receives the best possible instruction that is based on research. We support the local school districts in many ways and*



believe in the work that has been done to write and research the Literacy Essentials/Coaching Essentials. We still have a lot of work to do in our community but are making great strides to ensure that every educator has access to this knowledge and knows how to use the Essential Literacy Practices with any curriculum their school may have adopted.

- *Districts are loving the work that we are supporting them with. We have seen an increase in support the last couple of years, The support ranges from needing a resource to a full on coaching cycle.*