

# Early Literacy Partner Teams

---

Fall Site Visit Presentation Materials

# Today's Agenda

---

Time	Agenda Item
8:00-8:30	Participants Arrive At School Site
8:30-9:00	Welcome Early Literacy Partner Team!
9:00-9:30	Orientation to The TN Foundational Skills IPG & HQIM
9:30-10:45	Learning Walk In K-2 Literacy Classrooms
10:45-11:00	Transition And Break
11:00-12:15	Learning Walk Group Debrief
12:15-1:00	Lunch
1:00-2:00	Research Review
2:00-2:45	Building a Shared Vision of Candidate & Novice Teacher Support
2:45-3:00	Early Literacy Partner Team Next Steps

# Site Visit Purpose

---

- Deepen our EPP-District partnership around early literacy to support candidates and improve student outcomes.
- Engage in shared experiences to understand how the district implements high-quality instructional materials (HQIM) in K-2 literacy classrooms for lessons focused on reading foundational skills.
- Deepen knowledge of diverse learners' needs and how to best support through pedagogy, HQIM, and academic structures.
- Build a shared understanding of early career teacher experiences from preparation to practice.

# Introductions

---

**Please share your name, role, and the objective you are most interested in for today's learning.**

- ❑ Deepen our EPP-District partnership around early literacy to support candidates and improve student outcomes.
- ❑ Engage in shared experiences to understand how the district implements high-quality instructional materials (HQIM) in K-2 literacy classrooms for lessons focused on reading foundational skills.
- ❑ Deepen knowledge of diverse learners' needs and how to best support through pedagogy, HQIM, and academic structures.
- ❑ Build a shared understanding of early career teacher experiences from preparation to practice.

# Connecting TNFSCS to the TN Foundational Skills IPG

## Culture of Learning: Environmental Readiness

### Core Action 1: Using Systematic, Sounds-First Materials

This section focuses on the use of a sounds-first sequence found in the high-quality materials within and across lessons. High-quality lessons should be grounded in *current* research and aligned to TN foundational skills standards.

### Core Action 2: Using Effective Instructional Practices

This section represents the teacher actions within the lesson, such as what the teacher says, models, and assigns to lead students intentionally through foundational skills in the lesson. The teacher actions respond to students' needs and where they are in the learning process.

### Core Action 3: Using Student Engagement (Practice)

This section represents what students say and do throughout the lesson. The formats in which students engage can be designed to include whole group, small group, independent, and teacher-supported tasks and practice; however, core action three focuses on the quality of student practice rather than the structure of the practice.

*What connections exist between the lessons and the indicators?  
What pieces of evidence might we look and listen for in these lessons?*

# Norms for Learning Walks

---

- Observe with lesson and IPG in hand.
- Gather evidence - what you see and hear.
- Add *to* the classroom culture.
- Put phones away.
- Keep hallway discussions quiet and private.



# Learning Walk Schedule

---

<b>Observation &amp; Debrief Times</b>	<b>Group A [Lead Name]</b>	<b>Group B [Lead Name]</b>	<b>Group C [Lead Name]</b>
9:30-9:45/ 9:45-9:50	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
9:50-10:05/ 10:05-10:10	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
10:10-10:25/ 10:25-10:30	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
10:30-10:45	Take a break and transition back to the meeting room.		

# Take a break.

---

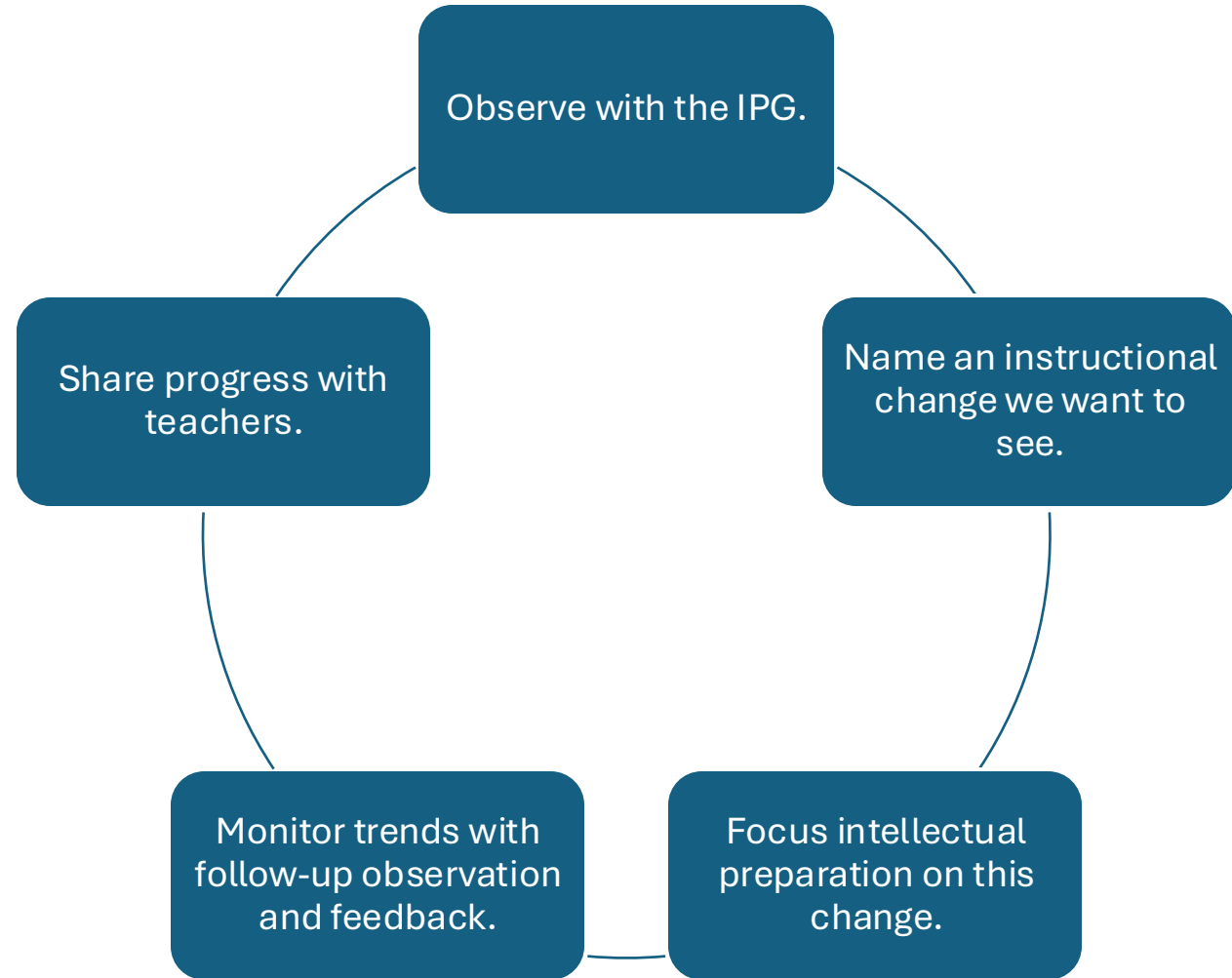
We will reconvene at 11:00.



Strong implementation of systematic foundational skills materials is supported through cycles of instructional improvement.

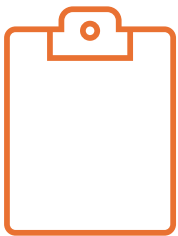
---

## Instructional Improvement Cycle



# Learning Walk Debrief – 30 Minutes

Steps	Guiding Questions
<b>Discuss evidence from each classroom observation.</b>	CA1: Evidence of systematic use of the HQIM?  CA2: How did teachers utilize the materials to model, elicit student practice, and give students feedback?  CA3: What opportunities did students have to actively participate in speaking, listening, reading, and/or writing?
<b>As a group, identify a trend for each of the domains on the IPG for the school to consider.</b>	What strengths were observed across classrooms? What opportunities exist for teacher support aligned to the indicators?



Write down your trends on the sticky notes provided and place at least one trend in each column under Culture of Learning, Core Action 1, Core Action 2, and Core Action 3. The elementary school is looking forward to hearing your feedback on trends where instruction was strong today and how they can continue to improve.

# Learning Walk LEA and EPP Reflections

Stakeholder	Guiding Questions
<b>School Vision</b> <i>School Leader</i>	<ul style="list-style-type: none"> <li>• What is the current literacy focus at [Elementary School Name]?</li> <li>• How are we utilizing the Instructional Improvement Cycle to support teachers in utilizing the materials? Specific tools? PLCs? Data meetings? Observation and feedback cycles?</li> <li>• How else are teachers supported? Literacy coaches? Trainings?</li> </ul>
<b>District Vision</b> <i>District Faculty Member</i>	<ul style="list-style-type: none"> <li>• What district expectations exist around use of HQIM, supporting tools, or other meeting structures to support educators with instructional improvement in literacy?</li> <li>• How else are teachers, leaders, and schools supported with early literacy?</li> </ul>
<b>EPP Connections</b> <i>EPP Faculty</i>	<ul style="list-style-type: none"> <li>• What feels aligned within candidate preparation experiences, particularly in literacy?</li> <li>• What implications might the instructional improvement process and these support materials and structures have for teacher preparation material? Coursework?</li> </ul>
<b>EPP/District Reflections</b> <i>Full Team Discussion</i>	<p>What are the implications for early career teacher support with early literacy?</p> <ul style="list-style-type: none"> <li>• <i>For Districts - Are there any specific areas of strength or gaps in early educator readiness for early literacy instruction?</i></li> <li>• <i>For EPPs – What are you seeing in terms of candidate strengths in knowledge and practice? Additional opportunities you would like them to have?</i></li> </ul>

Enjoy lunch with your partners.

---

We will reconvene at 1:00.

# Strong Literacy Practices for Multilingual and Neurodiverse Learners

---

## RESEARCH JIGSAW:

- Early Literacy Success For All Students: A Coherent Path Forward - SCORE (2023)
- Unlocking Learning Acceleration for Multilingual Learners – TNTP (2024)
- Significant Disproportionality in Special Education: Current Trends and Actions for Impact – NCLD (2020)

## PROCESS:

- **(15 min) Read independently** to gather 3-5 key findings to share with others who also read the same article or report.
- **(10 min) In small research groups** discuss your collective thinking and plan to share with others.
- **(20 min) Share out** key takeaways with the larger group and possible implications for EPPs and districts.

# Building a Shared Vision of Candidate & Novice Teacher Support

## EPP Share-Outs

1. What does literacy training look like for EPPs?
2. How do faculty work together to support candidates in your programs?
3. What does field work and clinical practice look like currently in terms of hours and supports? Engagement with mentors? What would be the ideal?
4. What are you hearing from candidates in clinical practice that feels aligned and misaligned from how they are being prepared?

## District Share-Outs

1. What support do novice teachers receive from the district upon hiring in literacy? Other areas?
2. How are mentor teachers selected and supported by the district?
3. How are field work and clinical practice placements made in schools?
4. What are districts observing and hearing as common first-year teaching experiences around literacy and HQIM implementation?

***Based on this conversation, is there a particular area we should prioritize to deepen our partnership?***

# Next Steps for Early Literacy Partner Team

---

## Discuss Spring Site Visit Plans

- ❑ Agree on a focus area (e.g., focus on knowledge building lessons with HQIM – *reading, writing, speaking and listening, and language.*)
- ❑ Identify any additional faculty or staff who should attend.
- ❑ Discuss any reflections on how to make the site visits more impactful for EPP and district partnerships and for supporting candidates, educators, and students.

## Plan For Deepened Partnership

- ❑ Consider how to take next steps on any specific topics that came up during the discussions today.
- ❑ Take a few minutes to schedule a 30-minute check-in with an EPP faculty member / district or school-based staff member (e.g., MLL Faculty member connecting with a MLL supervisor or school-based coach).