

# The Science of Reading in the Context of the Whole Child: Part 2

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How are state early education  
leaders implementing their  
state's literacy policy across the  
Pre-K-Grade 3 continuum?



**NASLEE**

2024 Roundtable  
October 9, 2024

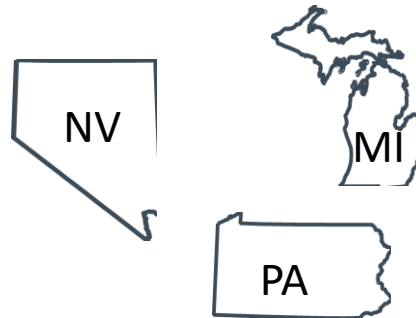
# Agenda for today's conversation



## Current Context and Session Goals

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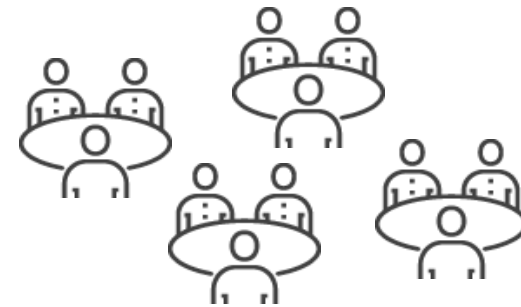
- 2023 NASLEE Roundtable
- Office hours
- Published SOR Policy Brief



## Hearing from States

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- Select state perspectives
- Key takeaways



## Table Talk

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- A chance to discuss and share perspectives to advance our collective learning

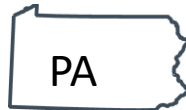
# Today's panelists



**Melissa Manko**

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- **Family Engagement and Early Literacy Consultant**
- **Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)**



**Deborah Wise**

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- **Chief, Division of Standards and Professional Development, Bureau of Early Learning Policy and Professional Development**
- **Pennsylvania Office of Child Development and Early Learning**



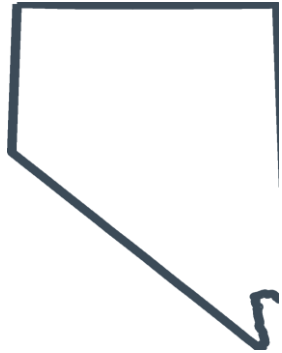
**Anna Severens**

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- **State PreK Education Programs Professional, Office of Early Learning and Development**
- **Nevada Department of Education**

Moderator – John Pruette, Senior Policy Consultant  
EducationCounsel  
Washington, DC





## Nevada – Anna Severens

**Nevada's Story: Intentionally Integrating  
literacy into our P-3 work &  
intentionally integrating our P-3 work in  
everything we do!**

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***NASLEE Roundtable: October 2024***  
***Anna Severens***



**NEVADA**  
Department of  
Education

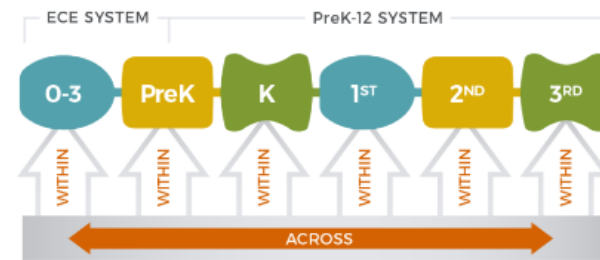
# Nevada's P-3 Story

## Why Now?

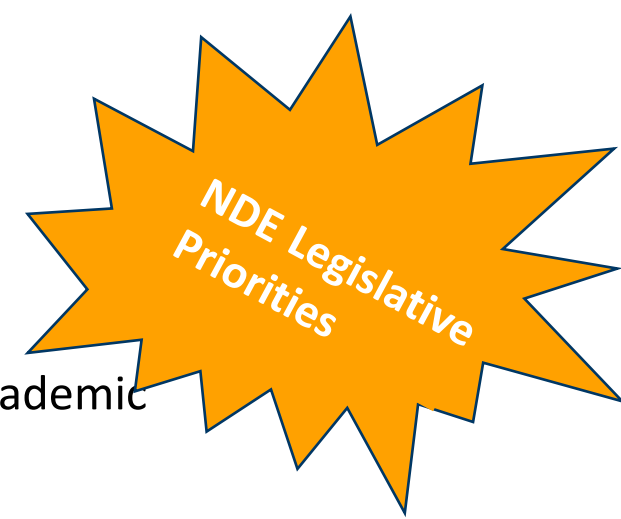
- Alignment to STIP and Read by Third Grade
- **Goal 1:** All children, birth through third grade, have access to quality early care and education.
- **Personal Competency-Based Learning (PCBL): Portrait of a Learner**
- History of P-3 work
- Moving Research to Policy and Practice
- **State and District Leadership and Administrator Support is critical to implementation**

## Impact of P-3 Reform & Context

- National P-3 Center Framework: <https://nationalp-3center.org/p-3-framework/>
- Bridging the gap between 0-5 (pre-school) and K-3rd pedagogy and classroom instruction
- Creating a unified research-based lens on what DAP looks like across the continuum.
- **Aligning Science of Reading & Learning and Development with a whole child lens**



# Four Strategies---Innovating for Excellence in Education for Every Nevada Student



- 1) **Implementing Universal Pre-Kindergarten-** lays the groundwork for future academic success and social skills.
- 2) **Support and Innovate Tier 1 Instruction-** ensures that all students receive a strong, equitable education from the start, facilitates early identification of those needing extra help, and optimizes resource use within the education system. This includes competency-based learning to improve student readiness and outcomes and enhance accountability and efficiency within the education system.
- 3) **Strengthen Tiers of Support-** ensures that all districts, schools, educators, and students receive the appropriate level of help they need to succeed. Supporting Tier 2 and Tier 3 interventions within a Multi-Tiered System of Supports (MTSS) is crucial for addressing the needs of students who require additional assistance beyond what is provided through universal Tier 1 instruction.
- 4) **Improve Nevada Department of Education Systems–** improving data-based decision-making, teaming, and progress monitoring within NDE enhances educational outcomes, fosters collaboration and efficiency, and promotes accountability and transparency. These improvements collectively contribute to a more effective and responsive education

# Personal Competency-Based Learning (PCBL) Portrait of a Learner



## Foundational Nevada Resources

- [Portrait of a Nevada Learner](#)
- [Portrait of a Nevada Learner Draft Competencies](#)

## Personalized, Competency-Based Learning Resources

- [The Difference Between Traditional Education and Personalized, Competency-Based Education](#)
- [What's the difference between a standard and a competency?](#)
- [Competency-Based Education in Action: How does it work in a classroom?](#)
- [What Playful Learning and Personalized, Competency-based Learning Have in Common—and Why that Matters for Learners](#)
  - The Promise and Potential of Playful Learning



# Personalized, Competency-Based Learning (PCBL)

## Impacting

Critical Thinking  
Solutions Oriented  
Application of Knowledge

Learner  
Agency

## Empowering

Balance  
Curiosity  
Self-Advocacy

Flexible  
Learning Paths

## Thriving

Resilience

Strategies and  
Systems  
Ensure Equity

## Connecting

Communication  
Collaboration

Shared  
Learning Goals

Progression  
Based  
Learning

Customized  
Learner  
Supports

Timely,  
Actionable  
Assessments

# Oh, the Language!

Student-Centered Learning

Competency-Based Education

Developmentally Appropriate Practice

Project-Based Learning

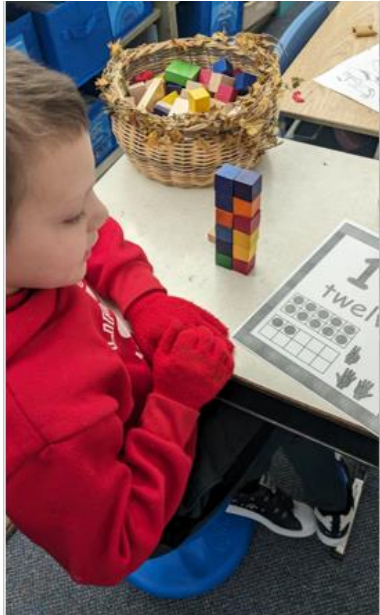
Personalized Learning

Hands-On, Active Learning

Inquiry-Based Learning

Play-based Learning

# What does this look like?



## Use of Blocks and Playdough To represent 12 (Math Play)



## Push OR Pull



**Nevada Developmentally Appropriate Practice Kindergarten Policy Statement**

Each and every child across Nevada, birth through 3rd grade (K-3), has the right to equitable learning opportunities, beginning with the state's youngest learners—in centers, family child care homes, or schools. These young children need opportunities that fully support their optimal development and learning across all domains and content areas. Educators who engage in developmentally appropriate practice (DAP) foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

**What is Developmentally Appropriate Practice?**  
Developmentally appropriate practice, as defined by The National Association for the Education of Young Children's (NAEYC), promote each child's optimal development and learning through a strength-based, play-based approach to joyful, engaged learning.

Educators implement DAP by: 1) recognizing the multiple assets all young children bring to the early learning setting as unique individuals and as members of families and communities; and 2) building on each child's strengths. Educators design and implement learning environments to help all children achieve their full potential across all content areas and all domains of development, including physical, cognitive, health, social and emotional, and approaches to learning. To be developmentally appropriate, educator practices must also be culturally, linguistically, and ability appropriate for each child.

**What is DAP Kindergarten (DAP K)?**  
Kindergarten is a pivotal year that bridges the gap between changing pedagogies of 0-5 years and K-3rd classroom environments, both of which must be grounded in child development. Although kindergarten classrooms are emergent, flexible, and ever changing, the following essential elements guide DAP K:

- A balance of both team- and child-initiated learning activities
- Play, daily routines, and classroom experiences focusing on four frames of thinking and learning: belonging and contributing, self-regulation and well-being; demonstrating literacy and mathematics behaviors, and problem solving
- A large bank of unstructured play, when children manipulate objects, act out roles, and experiment with different materials; and
- A large bank of time for child-initiated learning activities, often at learning centers where meaningful interactions have been planned (NAEYC, 2017)

These elements show up as a continuum as identified in the graphic below (Miller & Alston, 2009) with best practices finding the sweet spot in the middle.

THE KINDERGARTEN CONTINUUM

Child-Initiated Learning	Classroom Routines and Routines	Play, Daily Routines, and Classroom Experiences	Team-Initiated Learning	Teacher-Directed Learning
Child-initiated learning activities	Classroom routines and routines	Play, daily routines, and classroom experiences	Team-initiated learning activities	Teacher-directed learning activities

### DEVELOPMENT & LEARNING

- complex interplay between a child's biological characteristics and the environment
- consideration of cultural contexts, experiences, and individual differences

### PLAY-BASED LEARNING

- hand-on
- inquiry driven
- child centered choice
- promotes joyful learning
- fosters self-regulation
- language
- cognitive and social competencies
- content knowledge across disciplines

### MOTIVATION

- foster a sense of belonging, purpose and agency
- build on one another's assets
- connect experiences between school, home & community
- learning in an integrated fashion that cuts across academic disciplines

### TECHNOLOGY

- utilized responsibly and intentionally

# History of P-3 Work in Nevada: Creating the Foundation



## 2010-2015

Multiple State Teams participate in National P-3 Institutes

NV Governor's P-3 Institute

Developed state P-3 Policy Briefs with the National Governor's Association (NGA)



## 2016-2021

1<sup>st</sup> Preschool Development Grant

NV Professional Leadership Program and Policy Analysis

NV B-3 Summit

**COVID:** Creation of virtual statewide DAP Kindergarten Cohorts and P-3 Leadership Academy Cohorts



## 2022-2024

National P-3 Institute

Transforming Kindergarten Collaborative Technical Assistance

NV awarded PDG B-5 Grant

P-3 Leadership Academy Cohorts 2-4

Annual NV P-3 Leadership Retreats (2023-2024)

Kindergarten as a Sturdy Bridge State and Local AB400- Early Childhood Innovation Literacy Program

DAP in Action: Site teacher and administrator site visit teams to Boston PS; video library

NV State and District Team to attend national P-3 Institute



# Kindergarten as a Sturdy Bridge: Pillars of the Bridge

P-3 Leadership Academy

DAP Kindergarten Policy Statement

DAP K and 1<sup>st</sup> Grade Cohorts

P-3 Approach in Action: P-3 Buckets

Kindergarten Think Tank

NEPF/NAEYC DAP Crosswalk

ECE Endorsement Licensure Program

AB 400: Early Childhood Innovation Literacy Program (ECILP) : Kindergarten *DAP materials, assistants, PreK LTRS, etc.*

PDG B-5: Birth through Five: DAP in Action

NEW KEA- FY24-25

KSB Action Projects



# Pillar 6: NEW KEA- FY24-25

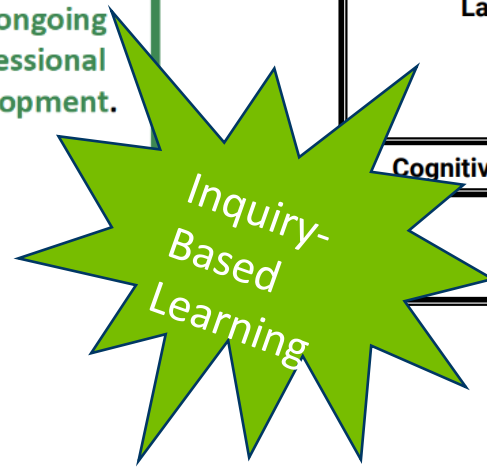
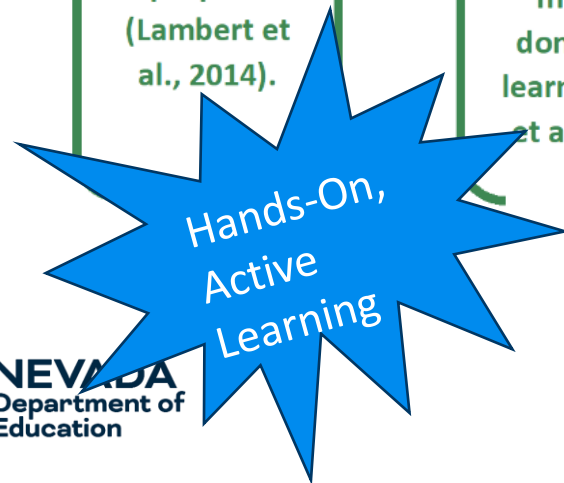
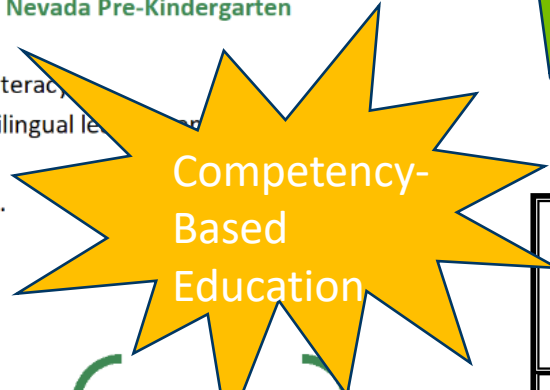


## NDE's Clarity of Purpose for the KEA (National Research Council, 2008):

- **Inform instruction** through a comprehensive overview of children's development across multiple domains.
- Ensure **compliance with state policies and alignment with Nevada Pre-Kindergarten Standards**.
- **Measure multiple domains**, including language and early literacy.
- Be **accessible and inclusive** for all students, including multilingual learners and students with disabilities.
- **Assess students' learning in any language**, not just English.

## Selected Assessment: Teaching Strategies GOLD

1. Aligns with Nevada KEA's purpose (Lambert et al., 2014).
2. Supports diverse learners and multiple domains of learning (Kim et al. 2013).
3. Includes accessible data management and ongoing professional development.



## Objectives of Learning & Development

Social Emotional Development	<ul style="list-style-type: none"> <li>• Manages feelings</li> <li>• Follows limits and expectations</li> <li>• Responds to emotional cues</li> <li>• Interacts with peers</li> <li>• Solves social problems</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Uses fingers and hands</li> </ul>
Language and Literacy	<ul style="list-style-type: none"> <li>• Tells about another time or place</li> <li>• Follows directions</li> <li>• Notices and discriminates rhyme</li> <li>• Notices and discriminates alliteration</li> <li>• Uses and appreciates books and other texts</li> <li>• Uses print concepts</li> </ul>
Cognitive/Approaches to Learning	<ul style="list-style-type: none"> <li>• Attends and engages</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Counts</li> <li>• Quantifies</li> <li>• Connects numerals and quantities</li> </ul>

# Contacts & Questions



- Anna Severens; NDE Education Programs Professional; CELO Leadership Academy Fellow Cohort 2-2015-16: [aseverens@doe.nv.gov](mailto:aseverens@doe.nv.gov)
- Rachel Stepina; NDE Contractor/Grant Manager; Preschool Development Grant Birth-5; NASLEE Leadership Academy Fellow 2023-2024; [Rachel.Stepina@doe.nv.gov](mailto:Rachel.Stepina@doe.nv.gov)



## Pennsylvania – Deborah Wise



# Pennsylvania's Approach to the Science of Reading



# Requirements

“A growing number of states are passing legislation related to the science of reading.” (NASLEE policy statement on the science of reading)

In Pennsylvania: On April 23, 2022, amendments to Chapter 49 of Title 22 of the Pennsylvania Code became effective.

[Background and History \(pa.gov\)](#)

# Requirements

Chapter 49 required PDE to development of structured literacy competencies-  
[structured literacy competencies program framework guidelines.pdf \(pa.gov\)](#)

Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs.

- Impact won't be seen in educator prep until for at least 4-years
- Continuing education requirements is monitored through LEAs 3-year comprehensive education plans.
  - Currently superintendents sign off
  - If LEA gets audited, they could get further review

# What is Structured Literacy?

- Systematic, explicit instruction that provides a strong core of foundational skills in the language systems of English
- Integrates listening, speaking, reading, spelling, and writing
- Emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Orton-Gillingham (2022). *What is structured literacy?* Retrieved November, 2022, from <https://www.orton-gillingham.com/what-is-structured-literacy/>



## How to implement in developmentally appropriate ways?

Approach to training early learning (PK-4 certified) teachers

- Online professional development for PK implementation is available
- This training will be integrated into the K-12 PD platform by Jan 2025.
  - Alignment to Early Learning Standards, including emphasis on DAP supportive practices
  - Research-based: how children develop and learn language as related to the key components of structured literacy

# Phonology in Early Learning Standards

## C. PHONOLOGICAL AWARENESS

Standard	Concepts and Competencies	Supportive Practices
<b>1.1 PK.C</b> <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Recognize rhyming words.</li> <li>• Recognize when two or more words begin with the same sound (alliteration).</li> <li>• Count syllables in spoken words.</li> <li>• Isolate and pronounce initial sounds.</li> <li>• Segment single-syllable spoken words into phonemes.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music, and chants.</li> <li>• Read books that contain rich language (rhyme, repetition, and rhythm).</li> <li>• Provide opportunities for children to clap out the syllables of names or words.</li> <li>• Play rhyming and sound games.</li> <li>• Provide materials for exploration of sounds.</li> </ul>

## D. PHONICS AND WORD RECOGNITION

Standard	Concepts and Competencies	Supportive Practices
<b>1.1 PK.D</b> <b>Develop beginning phonics and word skills.</b>	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Associate some letters with their names and sounds.</li> <li>• Identify familiar words and environmental print.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Provide charts and morning messages for children to read independently.</li> <li>• Promote reading the room strategy, such as searching for letters and words in environmental print.</li> <li>• Create learning centers that focus on letters, sounds, words, and creating simple sentences.</li> <li>• Use print and digital-text materials for functional purposes.</li> </ul>



# Morphology in Early Learning Standards

## E. FLUENCY

Standard	Concepts and Competencies	Supportive Practices
<p><i>Emerging to ...</i></p> <ul style="list-style-type: none"> <li>• <b>read emergent reader text with purpose and understanding.</b></li> </ul>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Recite rhymes, songs, and familiar text while tracking with a finger or pointer.</li> <li>• Apply knowledge of letters, words, and sounds to read simple sentences.</li> <li>• Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</li> </ul>	<p><b>The adult will:</b></p> <ul style="list-style-type: none"> <li>• Provide purposeful and playful exposure to a variety of printed materials.</li> <li>• Read and re-read text daily.</li> <li>• Provide learning centers and a classroom library where learners can interact with emergent reader text.</li> <li>• Provide a variety of opportunities for children to engage in pre-reading. (e.g., morning messages, charts, etc.)</li> <li>• Use print and digital-text materials for functional purposes.</li> </ul>

## F. INFORMATIVE/EXPLANATORY – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
<p><i>Emerging to ...</i></p> <ul style="list-style-type: none"> <li>• <b>Spell simple words phonetically.</b></li> </ul>	<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Write symbols, letters, or letter-like shapes.</li> <li>• Attempt to reproduce own name and/or simple words, with most letters correct.</li> </ul>	<p><b>The adult will:</b></p> <ul style="list-style-type: none"> <li>• Provide a variety of materials and opportunities for children to write daily.</li> <li>• Encourage children to write their name.</li> <li>• Have children think of how to spell words that have the same sounds as their name.</li> <li>• Have children sign in and out for the day. (e.g., attendance)</li> </ul>



# Orthography in Early Learning Standards

## F. INFORMATIVE/EXPLANATORY – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
<i>Emerging to ...</i> <b>Spell simple words phonetically.</b>	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Write symbols, letters, or letter-like shapes.</li> <li>• Attempt to reproduce own name and/or simple words, with most letters correct.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Provide a variety of materials and opportunities for children to write daily.</li> <li>• Encourage children to write their name.</li> <li>• Have children think of how to spell words that have the same sounds as their name.</li> <li>• Have children sign in and out for the day. (e.g., attendance)</li> </ul>

## R. NARRATIVE – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
<i>Emerging to ...</i> <b>Spell simple words phonetically.</b>	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Write symbols, letters, or letter like shapes.</li> <li>• Attempt to reproduce own name and/or simple words, with most letters correct.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Provide a variety of materials and opportunities for children to write daily.</li> <li>• Encourage children to write their name.</li> <li>• Have children think of how to spell words that have the same sounds as their name.</li> <li>• Have children sign in and out for the day (attendance).</li> </ul>





# Syntax in Early Learning Standards

## D. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK

Standard	Concepts and Competencies	Supportive Practices
<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Talk about stories, experiences, and interests using some detail.</li> <li>• Use appropriate volume to be heard by group, paying attention to inside and outside voices.</li> <li>• Use appropriate pacing when speaking.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Speak to and engage children in group and individual conversation daily.</li> <li>• Re-phrase learner’s sentence structure or grammar by repeating the sentence properly.</li> <li>• Model appropriate volume and pace when speaking.</li> <li>• Explicitly encourage children to adapt volume and pacing as appropriate to the situation.</li> <li>• Acknowledge children’s efforts to share stories and experiences.</li> </ul>

## E. PRESENTATION OF KNOWLEDGE AND IDEAS – CONTEXT

Standard	Concepts and Competencies	Supportive Practices
<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Talk about personal thoughts, feelings, and ideas.</li> <li>• Use appropriate volume to be heard by group, paying attention to inside and outside voices.</li> <li>• Use appropriate pacing when speaking.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Allow time for children to talk with each other throughout the day.</li> <li>• Use meal time as an opportunity for sharing and discussion.</li> <li>• Re-phrase learner’s sentence structure or grammar by repeating the sentence properly.</li> <li>• Model appropriate volume and pace when speaking.</li> <li>• Explicitly encourage children to adapt volume and pacing as appropriate to the situation.</li> <li>• Encourage children to express thoughts, feelings, and ideas within conversations. (e.g., “Tell me about a time you felt scared.”)</li> <li>• Acknowledge children’s efforts to share information.</li> </ul>

## G. CONVENTIONS OF STANDARD ENGLISH

Standard	Concepts and Competencies	Supportive Practices
<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>• Speak in complete sentences that contain more than three words.</li> <li>• Use past tense.</li> <li>• Use plurals including those which do not end in “s.”</li> <li>• Use pronouns.</li> <li>• Use a variety of prepositions.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>• Speak to and engage children in group and individual conversation daily.</li> <li>• Re-phrase learner’s sentence structure or grammar by repeating the sentence properly.</li> <li>• Model appropriate use of the conventions of standard English.</li> <li>• State phrases in both home language and standard English, as appropriate.</li> </ul>



# Semantics in Early Learning Standards

## K. VOCABULARY ACQUISITION AND USE

Standard	Concepts and Competencies	Supportive Practices
<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>Recognize words or phrases that are unfamiliar to them.</li> <li>Ask, "What does that mean?"</li> <li>Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn)</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>Introduce vocabulary in the context of topics when using a variety of informational text. (e.g., non-fiction text, recipes, web pages, menus, phone books, maps, etc.)</li> <li>Provide concrete materials in learning centers to assist children in connecting prior knowledge to new words or phrases.</li> <li>Respond with interest and support when children seek clarification of a word or phrase.</li> </ul>

## F. CRAFT AND STRUCTURE – VOCABULARY

Standard	Concepts and Competencies	Supportive Practices
<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>Participate in discussions about unfamiliar words.</li> <li>Connect prior understandings to unfamiliar words.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>Introduce vocabulary in the context of topics when using storybooks, finger plays, songs, or poems.</li> <li>Model own connections to new vocabulary.</li> <li>Model how use of picture cues can help one determine the</li> </ul>

## I. VOCABULARY ACQUISITION AND USE – STRATEGIES

Standard	Concepts and Competencies	Supportive Practices
<b>1.3 PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>Recognize words or phrases that are unfamiliar to them.</li> <li>Ask, "What does that mean?"</li> <li>Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn)</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>Introduce vocabulary in the context of topics when using a variety of fictional texts. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)</li> <li>Provide concrete materials in learning centers to assist children in connecting prior knowledge to new words or phrases.</li> <li>Respond with interest and support when children seek</li> </ul>

## J. VOCABULARY ACQUISITION AND USE

Standard	Concepts and Competencies	Supportive Practices
<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>The learner will:</b> <ul style="list-style-type: none"> <li>Talk about pictures using new vocabulary words or phrases.</li> <li>Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.</li> <li>Begin to use new vocabulary when asking questions or describing situations or objects.</li> </ul>	<b>The adult will:</b> <ul style="list-style-type: none"> <li>Encourage children to use new vocabulary words or phrases when discussing pictures or real objects.</li> <li>Provide learning centers for children to engage with words and pictures.</li> <li>Model use of newly learned words or phrases.</li> <li>Support and acknowledge children's use of new words or phrases.</li> <li>Introduce vocabulary in the context of topics when using a variety of fictional text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)</li> <li>Explicitly introduce Tier II vocabulary words.</li> <li>Scaffold the definition of words when introducing them before a story, being certain to provide several examples that help to demonstrate the meaning.</li> <li>Encourage children to listen for new vocabulary words within the context of the story.</li> </ul>

Currently Senate Bill 801 is being considered. This bill would mandate the following:

- Development of a Train the Trainer
- Adoption of a universal screener
- Adoption of evidenced-based curriculum materials



# Michigan – Melissa Manko



# Michigan's Equitable Literacy Supports, MiFamily Centers, and Family Engagement Framework

Melissa Manko

[mankom@michigan.gov](mailto:mankom@michigan.gov)

NASLEE Roundtable Panel

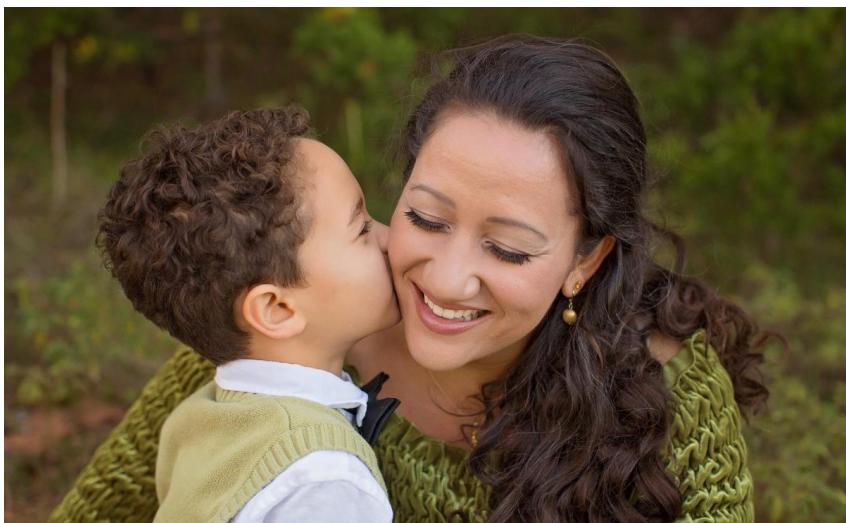
Indianapolis

October 9, 2024

**MiLEAP**  
Michigan Department of Lifelong  
Education, Advancement, and Potential

**MiFamily**  
Engagement Centers





# Why Family Engagement Matters

When families engage from birth to college entry:

- Attendance increases
- Improved attitudes toward learning
- Grades improve
- Behavior improves
- More students enroll in higher-level education programs
- Graduation rates go up
- More students enroll in post-secondary education

[Michigan Family Partnerships Page](#)

(Henderson, & Mapp, 2002).

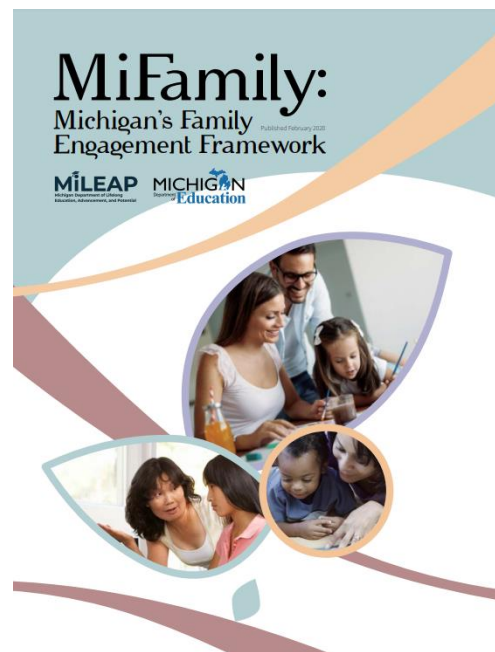




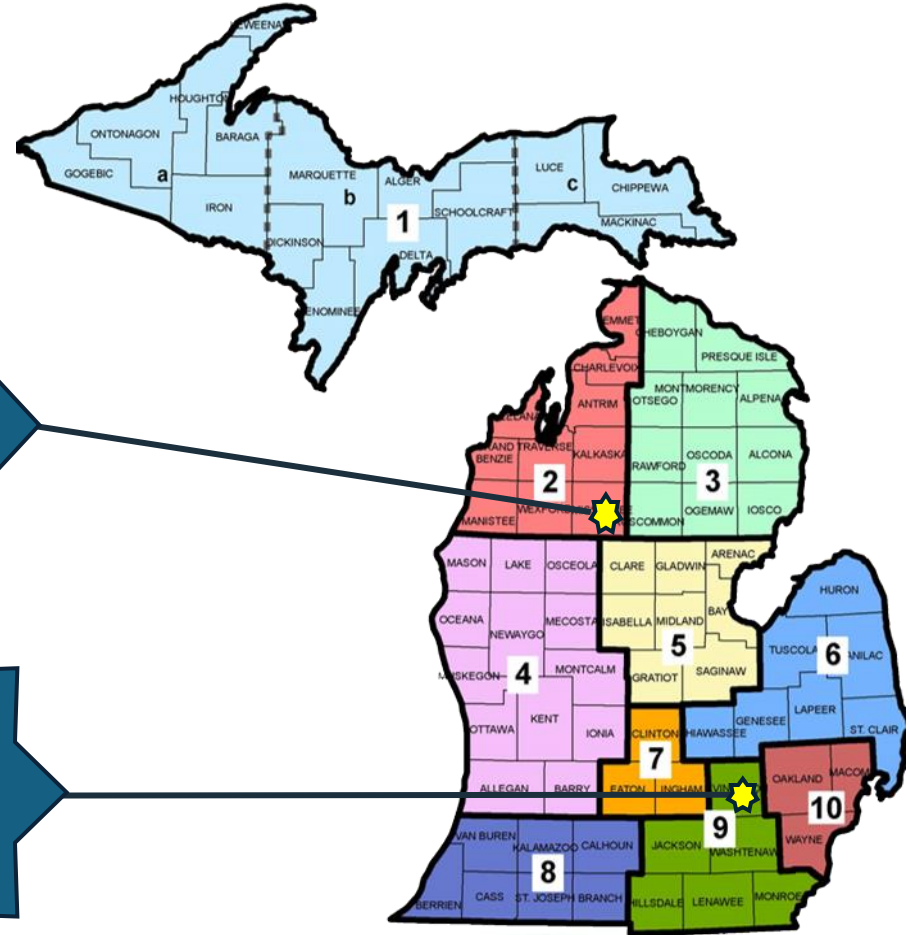
# Michigan's Family Engagement Definition and Principles

## [MiFamily Framework](#)

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.



# MiFamily Engagement Centers Regional Systems of Support



Region 1: Upper Peninsula – Copper Country ISD  
 Region 2: Northwest LP – Char-Em ISD  
 Region 3: Northeast LP – AMA ESD  
 Region 4: West – Ottawa Area ISD  
 Region 5: Central – Bay-Arenac ISD

Al  
Thomas

Region 6: East – St. Clair County RESA  
 Region 7: South Central – Ingham ISD  
 Region 8: Southwest – Berrien, Kalamazoo RESA  
 Region 9: Southeast – Washtenaw ISD  
 Region 10: Metro Detroit – Wayne RESA

Melissa  
Manko



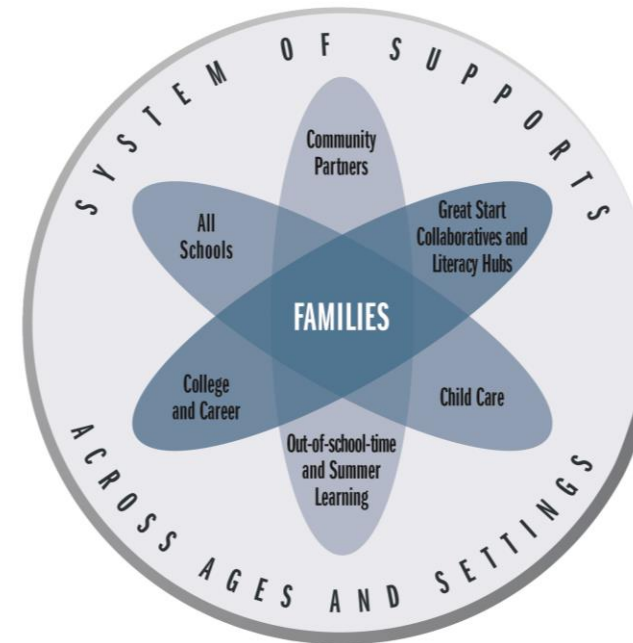
# Purpose of the Grant

- Development of a system of support, not a physical space, for educators/providers working with families and connecting community partners
- Launching activities, including, but not limited to, training, coaching, technical assistance, resource development, and online learning modules
- Supporting compensation and required travel for coordinators and coaches of the [MiFamily Engagement Centers](#).
- Building on the existing infrastructure and continue the work of the established Literacy Support Network Hubs in the region.

## MiFamily Engagement Center

a system of success at your fingertips,  
no location needed

HOW IT WORKS



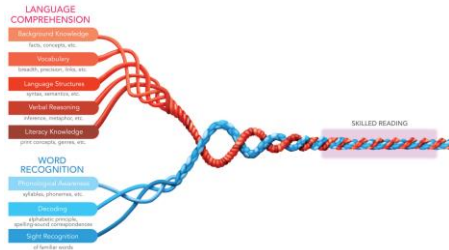
RESULTS

Encompass partnerships, communication, and co-creation among families, educators, providers, and partners to support improved:

- Holistic outcomes for children and families.
- Well-being of every learner.
- Language and literacy development.

MiFamily Engagement Centers MILEAP

**MiFamily**  
Engagement Centers



- [LETRS MI](#) : As part of Public Act 144 of 2022, the Michigan Department of Education is excited to extend the science of reading professional learning initiative.
- The Michigan LETRS Science of Reading Professional Learning Course will provide sustained and job-embedded professional learning about the science of reading, at no cost to educators. These impactful courses are based on Lexia’s [LETRS® \(Language Essentials for Teachers of Reading and Spelling\) for elementary educators](#), [LETRS® for Administrators](#), and [LETRS® for Early Childhood Educators](#).
- [Essential Instructional Practices](#) : The purpose of early literacy essentials is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set of research-supported literacy instructional practices for daily use in the classroom. Early childhood education can help improve reading-by-third-grade outcomes. Pre-K education also can address disparities in literacy achievement. Research suggests that each of the 10 practices outlined in this document can have a positive impact on literacy development. [Birth to Age 3](#), [Prekindergarten](#), [Grades K to 3](#), [Grades 4 to 5](#), [Grades 6 to 12](#), [Grades K to 5](#), [School-Wide and Center-Wide Practices](#), [Essential Coaching Practices](#)
- Note: In draft crosswalk document LETRS/Literacy Essentials





The MiMTSS TA Center supports educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

- Core Principles
- The supports provided by the TA Center are reflective of the following core principles:
- Focus on meaningful, relevant and equitable outcomes rather than activities.
- Invest in systems to support fidelity, sustainability, and scalability.
- Utilize evidence-based practices.
- Use evaluation for continuous improvement.
- Employ a multi-tiered framework with increasing support matched to need.
- [Early Childhood Benchmarks of Quality \(EC-BOQ\) | TA Center \(mimtsstac.org\)](https://mimtsstac.org)

A blue rectangular graphic with a white border. At the top, the title "Family Partnerships and MTSS" is written in white. Below the title, a circular inset image shows a group of diverse people, including children and adults, gathered around a table. To the left of the image, text describes the course: "This course supports educators interested in learning more about partnering with families through Multi-Tiered Systems of Supports (MTSS), including strategies to support and partner with families at each tier." Below this text, a calendar icon is followed by the date "5/13/24", a clock icon is followed by the time "4:00 p.m. - 6:00 p.m.". At the bottom left, there is a "Register Now" button. At the bottom right, the "MiMTSS Technical Assistance Center" logo is displayed, which includes the text "MiMTSS" and "Technical Assistance Center" next to a small Michigan map icon.

**Family Partnerships and MTSS**

This course supports educators interested in learning more about partnering with families through Multi-Tiered Systems of Supports (MTSS), including strategies to support and partner with families at each tier.

5/13/24 4:00 p.m. - 6:00 p.m.

[Register Now](#)

<https://mimtsstac.org>

**MiMTSS**  
Technical Assistance Center





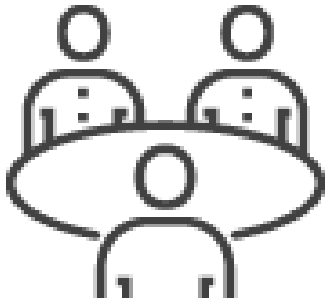
# Professional Development: Facilitator and Participant Playbook and Slide Deck, F.E./Literacy Messaging Bundle

- [MI Family Engagement Playbook – Facilitator](#) Purpose This facilitator’s guide for the Professional Learning: Equitable Family-School Partnerships to Support High Early Literacy Outcomes was designed to support individuals or teams in the intentional planning and facilitation of a high-quality learning opportunity for educators.
- [MI Family Engagement Playbook – Participant](#) Session Goal To increase the capacity of participants to support educators’ effective use of the Michigan Department of Education’s resources for equitable family-school partnerships to achieve high early literacy outcomes.
- [Family EngagementSupport Early Literacy](#) (slide deck)
- [Supporting Families' Use of Literacy Infographics](#) This resource pairs the infographics with monthly messages to help childcare centers, schools, teachers, and others who engage with children to build family partnerships to enhance students’ literacy development at school and at home. The goal is for you to build strong relationships and trust to effectively partner with families to engage children in literacy-based activities

# More DAP Literacy in Michigan

- [Dyslexia Handbook](#)
- [Senate Bill 567: Dyslexia Screening](#), [Senate Bill 568 Dyslexia Instruction](#). The legislation, which passed the Senate earlier this year, goes back to the Senate to consider House changes and if approved heads next to Gov. Gretchen Whitmer's desk. (Sept. 2024)
- [Diverse Classroom Libraries](#)
- [Equity in Literacy](#)
- [Pre-K for All](#)
- IRIP/MSTEP/Goodbye [RBG3](#)

# Table talk discussion questions



How are you connecting your work across P-3? What are mechanisms or policies (people, supports, resources) that are helping to drive that?

How can state leaders influence and support districts in the application of SOR locally in a DAP way?

How do we know this is working? What data are you collecting to monitor implementation and impact?



# Final thoughts and takeaways





THANK YOU

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