

EARLY LITERACY TASK FORCE EXECUTIVE SUMMARY

EveryChildEveryClassroomEveryDay

Purpose of this Executive Summary

- Establish a sense of urgency for increasing literacy achievement for every Michigan student
- Create awareness of the statewide collaborative network focused on literacy
- Provide examples of the efforts to leverage resources focused on a vision for student learning

Background and Partners in Collaboration

The Early Literacy Task Force is a sub-committee of the Michigan

"We must disturb the comfortable in Michigan literacy."

Dr. Nell Duke

Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) representing Michigan's 56 intermediate school districts. The task force led an effort to create early literacy resources to support Michigan educators in improving literacy skills of all

students. Membership includes representatives from GELN, Michigan Department of Education, Michigan State University, University of Michigan, Michigan Elementary and Middle School Principals Association, Michigan Association of Computer Users in Learning, and more. The group has met monthly since December 2015. For a complete list of members, visit our GELN Early Literacy Webpage.

Urgency and Responsibility

There is an urgency for stakeholders to rally around new approaches to impacting our system in support of literacy. Michigan M-STEP data from 2015 portrays a startling reality: less than 50% of Michigan's 3rd Graders are proficient readers.

From Theory to Action

The Early Literacy Task Force developed a theory of action to focus intentional work of the statewide partnership group. The theory of action requires a structure of supports from the system to the student level. System level essentials that are articulated and adopted will propel the alignment of literacy policies, funding, and resources across the state, regions, and local levels. With these systems in place, we will develop literacy leadership capacity at state, regional and local levels in an intentional, multi-year manner. Only then, can we ensure quality professional learning sustained through effective coaching that supports teachers' development of instructional skills. Commitment to this systems approach will lead to high-quality instructional practices in every classroom, where every student will develop further literacy knowledge, skills, and dispositions leading to improved reading achievement.

Nationally, Michigan ranks
41st in 4th Grade
reading scores on the 2015 National
Assessment of Educational Progress.
(source: NationsReportCard.gov)

Nationally, Michigan ranks
45th in 4th Grade
reading scores for Students who are
Economically Disadvantaged

&

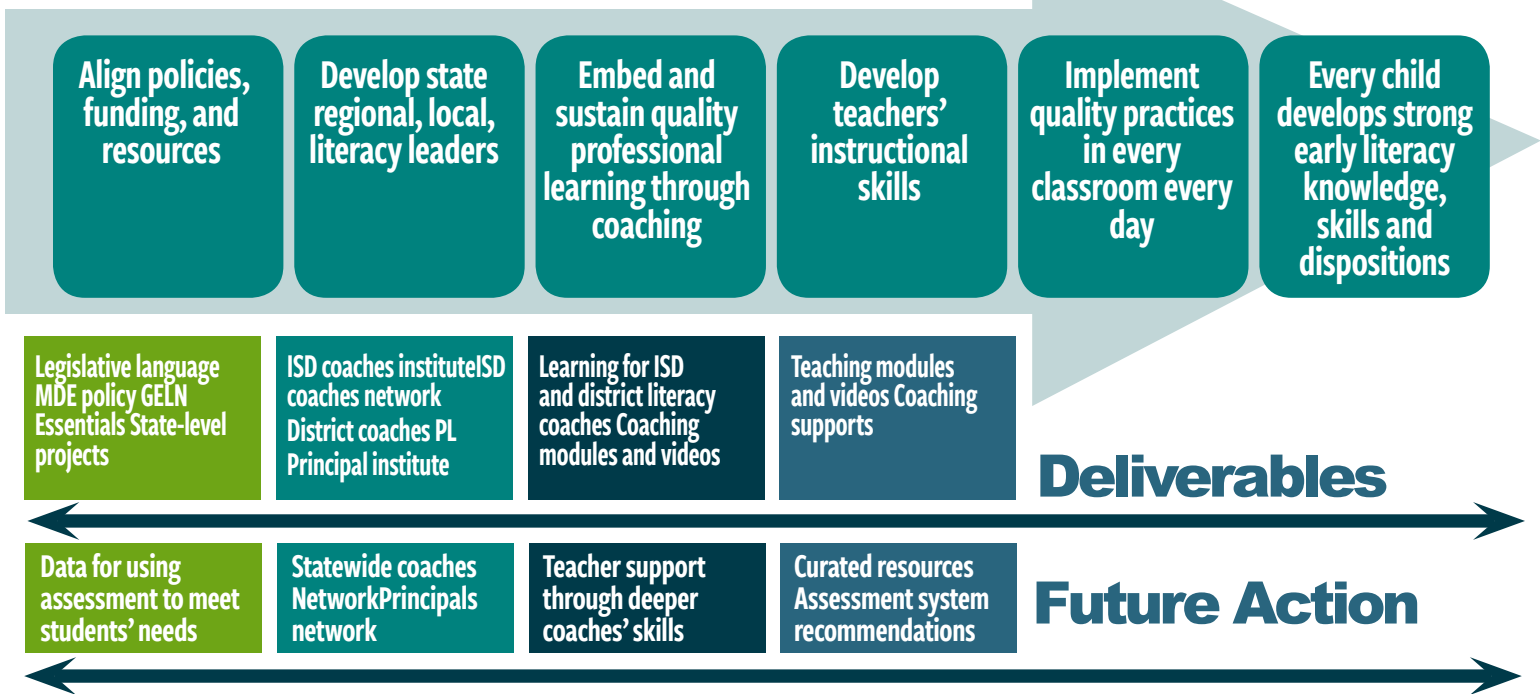
Nationally, Michigan ranks
48th for Students
who are Economically Advantaged
(source: EdTrustMidwest.org)

Nationally, Michigan ranks
46%
Only 46% of Students
are proficient on the 3rd grade 2016
English Language Arts M-STEP
Assessment
(source: MiSchoolData.org)

maisa | michigan
Leadership Innovation Results | association of
intermediate
school
administrators

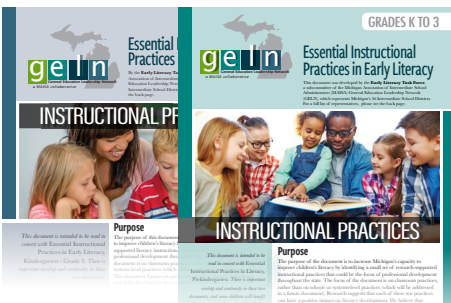
geln
General Education Leadership Network
a MAISA collaborative

Literacy Theory of Action



Literacy Essentials + Coaching Essentials + Organizational Essentials

Through a grant from Michigan Department of Education, the Early Literacy Task Force and its partners created foundational documents to support teachers, literacy coaches, and school administrators in building systems to support high-quality literacy instruction. *The four documents are described below.*



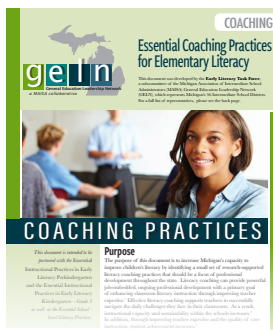
Essential Instructional Practices in Early Literacy Prekindergarten Essential Instructional Practices in Early Literacy Grades K-3

Research-supported instructional practices that can have a positive impact on literacy development. The use of these practices in every classroom, every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum "standard of care" for Michigan's children.



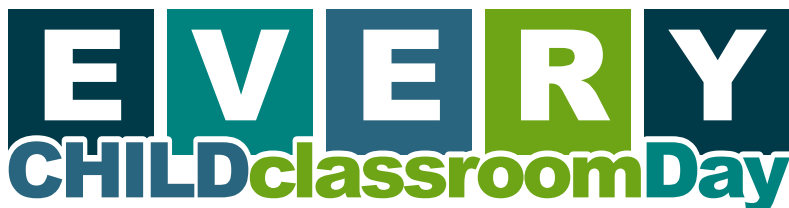
School-wide and Center-Level Essentials

Systematic and effective practices that can be implemented at the organizational level. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning.



Essential Coaching Practices

Research-supported literacy coaching practices that support powerful job-embedded, ongoing professional learning that enhances classroom literacy instruction through improving teacher expertise.



Social Media and Web connections: Visit us at www.gomaisa.org/geln-early-literacy Twitter Hashtag #MichiganLiteracy