

Arizona Parent Leadership Advisory Council

Meeting Date: November 13, 2019

Location: Avondale School District Building

Welcome and Introductions:

- Kendra Smiley, Arizona Early Literacy Specialist
- Terri Clark, Read On Arizona (ROA)
- Lori Masseur, Arizona Department of Education (ADE)
- Additional ADE Representatives
 - Erika Argueta (also served as Spanish translator)
 - Patsy Rethore-Larson
 - Brooke Colvin
- Representatives from Make Way for Books (Tucson)
- Parents and family members from Arizona communities
- Spanish translator

Early Literacy Presentation (Terri Clark, ROA)



Why Literacy?

- 21st Century skill
- "4 Cs" of 21st Century education

**critical thinking
communication
collaboration
creativity**

- demand of high standards of reading/writing proficiencies required by today's society



Language Skills Begin at Birth — or sooner

4.5 months	6 months	8 months	9 months
Recognizes sound pattern of his/her name	Uses own name or "momma" to segment speech and add a new word in a passage	Distinguishes word patterns easily	Hones in on native language/ becomes language specialist
		4	



Early Literacy Building Blocks

Early language abilities are directly related to later reading abilities.

Language is the precursor to reading.

Language Matters: Amount and Quality

Preschoolers whose parents read to them, tell stories, and sing songs tend to develop larger vocabularies, become better readers, and perform better in school.

The amount and diversity of verbal stimulation fosters early and rich language outcomes.



The amount of language a child hears affects processing speed and later vocabulary.

Reading Connection to Academic and Vocational Success

**3rd
Grade**

reading levels are strong predictors of:

- ninth grade course performance
- high school graduation
- college attendance



Language and literacy development is the result of an ongoing accumulation of experiences

Starts to read words on the page. Retells stories and makes connections.

Starts to read words automatically. Expands knowledge by listening to and reading books.

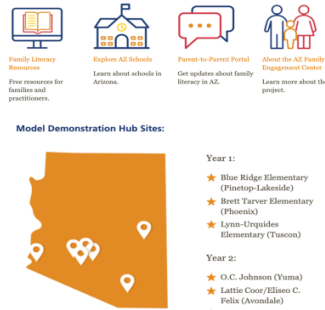
Reads chapter books. Is now learning an estimated 3,000 words a year.



AZ Family Engagement Center Project

GOALS:

- improve academic achievement for disadvantaged students
- empower parents with information to make good choices for their child's education
- Increase the capacity at state and local partners to provide high-quality family literacy services



AZ Family Engagement Center Project



PLC Consensus Workshop (Lori Masseur, ADE)

STEP 1 – Two questions Lori asked the group to answer:

1. *What do you want or envision for your child(ren) relative to language and literacy?*
2. *How do you see yourself supporting and/or being included in this vision?*

- Group members were given 10 minutes to write down their answers on ½ sheets of paper

STEP 2 – After 10 minutes of brainstorming, participants were asked to pass up their top 2 answers to Lori

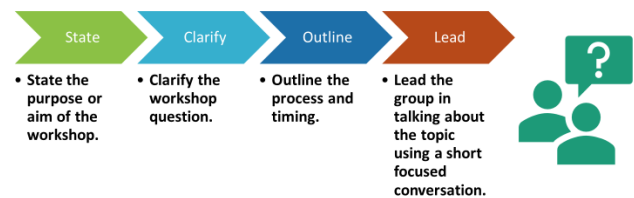
- ½ sheets were placed on the sticky wall
- Groups of 2-3 came up to the board to pair up sheets with similar ideas

STEP 3 – After pairs of ideas were formed, then the participants began labeling groups of ideas

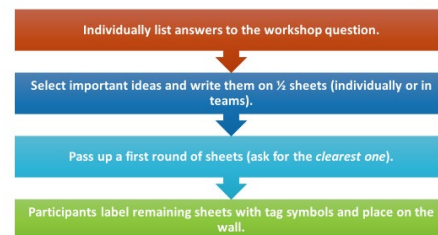
- Initial cluster labels were:
 - Communication
 - Advocacy
 - Language
 - Leadership
 - Environment
 - Instructional Strategies
 - Resources

Step 1 - CONTEXT

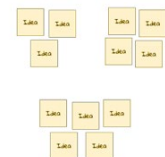
Set the Stage



Step 2 - BRAINSTORM



Step 3 - CLUSTER

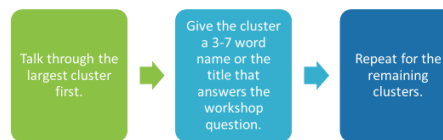


STEP 4 – The remaining ½ sheets were added to the wall and further clustering began to take place

- After reading through ideas again, group members decided to merge clusters together to form 3 distinct categories of ideas:

- School Readiness / Environment / Instructional Strategies**
- Language / Communication**
- Leadership / Resources / Advocacy**

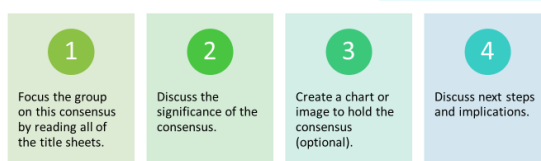
Step 4 - NAME



STEP 5 – The 3 categories above will help the Family Leadership Council decide on goals and initiatives moving forward

- Make Way for Books (Tucson) offered to host the next Parent Leadership Council meeting
- The date/time for the next meeting is TBD

Step 5 - RESOLVE



Confirm the Resolve

QUESTIONS

- What do you want or envision for your child(ren) relative to language and literacy?
- How do you see yourself supporting and/or being included in this vision?

Ideas Written by Participants

School Readiness Environment Instructional Strategies	Language Communication	Resources Advocacy Leadership
Success: In life, work and family.	Encourage families to maintain their first language with their young child(ren), and validate the importance of every family's first language.	Classes that have materials or tools for school.
Yearning self-control/behavioral health. As a reader, children can find peace and calmness while finding quiet moments to read and engage in imagination.	To form groups of students where they can share about their native language and how it is different from other native languages.	Obviously, parents need to be involved in school to support our children.
Children develop or find passions. Providing diverse reading materials, introducing a variety of identities, cultures, life experiences, and special interests.	I envision my child learning several languages during his academic career, incorporated into school and home. I can be supportive by learning with him these languages. (Spanish emersion program for parent/child.)	Enrichment – to be able to learn anything they can, in anything that interests them.
Passion / love for learning.	I envision for my child to have a love for the many languages we use at home: English, Spanish, Nahuatl and American Sign Language. I support this through demonstrating or teaching the culture behind them.	I see myself helping by looking for local literacy improvement opportunities.

For my children to enjoy writing. Supporting by encouraging them to write out stories – whatever it may be – along with illustrations.		Technology – providing it in the home but also other resources in the community.
Speed reading is important for both acquiring more information and feeling comfortable in learning new skills.		Leadership – I want them to have the focus, drive, and will to be able to lead in their respective careers.
I would support this vision by being my child's first teacher.		Self-advocacy – Providing reading materials on self-importance, community impact, etc. Kids learn self-respect and ways to communicate clearly.
I want to support families and teachers in growing children's vocabulary, language/communication skills, and early literacy skills.		Advocacy – I want my children to have the confidence in their communication skills, so that they can be their own best advocates. Currently, that is (and always will be) my job, but I want to be able to hand that over to them when the time is right.
Learning and incorporating sign language into school and home.		Strong communication skills – I envision my child being able to get his point across without getting frustrated or raising his voice.
Envision for my children to be more excited about reading. Supporting by switching out books weekly, allowing them to choose different books.		Attending schools or places where they offer free classes for: reading, play and learn, etc.
Learn close to 3,000 words a year.		Reading program online; reading groups; borrowing books.
Form groups/teams of students to read a specific book and write reports about it then share the information during class.		Sharing ideas with other mothers.
I want my child to be involved in community. I envision my child as a leader, whether it's getting a fundraiser together or volunteering at a homeless shelter.		Using community resources.
Set family literacy time.		Critical Thinking – finding books and providing opportunities where diversity and multiple outcomes are available.
For my children to be comfortable and confident when reading. Supporting by making time every day to listen.		The goal for the child is to be a critical thinker and to speak up for themselves.
Provide exciting reading material.		Education – I hope that they go on continuing to love the learning process.
Creative learning environment. Support by providing it in the home and other community resources.		Involvement in school and in community.
I envision my child to be multilingual from birth or even from conception. I support this through using the multiple languages consistently and providing literature for them.		

Photos from Consensus Workshop:

