



Parent Leadership Council Meeting

Date: March 3, 2020

Location: Tucson Make Way for Books

Consensus Workshop Review: Prior PLC Meeting from November 13, 2019

Step 1 - Context

Step 2 - Brainstorm (Group Discussion)

Step 3 - Cluster (Sticky Wall)

Step 4 - Name

Two workshop questions:

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

"Practitioners" include early childhood:

- Principals
- Superintendents
- Teachers
- Paraprofessionals
- Advocates of early childhood education
- 0-5 Caregivers

Step 5 NEXT STEPS: "Confirm the Resolve"

Step 1: Look through idea under the group cluster

Step 2: If the idea does not align with family engagement & early language and literacy, then it will be removed from the list

Step 3: You will want to keep 6-8 ideas remaining (and you may add additional ideas that may be missing)

Step 4: Create a 3-7 word title

Group Discussions

- Break out into 3 groups (1 for each cluster)

3 Main clusters from consensus workshop:

1. School Readiness / Environment / Instructional Strategies
2. Language / Communication
3. Resources / Advocacy / Leadership



Group 1: School Readiness, Environment, and Instructional Strategies

Concepts/ ideas from questions posed in previous PLC about School Readiness:

1. Success in life, work and family is important, but too broad for this discussion – need to get much more specific about how to create that success, as it relates to literacy and family engagement.
2. Learning self-control/ behavioral health: this was discarded, as it did not tie in specifically enough to literacy and family engagement.
3. Children develop or find passions; providing diverse reading materials, identities, cultures, etc: the part that resonated with the group here was honoring culture and diversity
4. Passion/ love for learning: this was discarded, as the group felt it was stated in the previous idea (#3).
5. For my children to enjoy writing; Supporting by encouraging them to write out stories: this was discarded, as the group felt it was too specific to writing; they all agreed that for early learners, writing is still a developing skill and shouldn't be expected of younger children.
6. Speed reading: this was discarded
7. I would support this vision by being my child's first teacher: One of the group members stated that it should say "first best teacher", and the rest of the group agreed.

For the remaining ideas (and there were a LOT in the School readiness column), discussion centered around how components of all of these ideas could be condensed, as the group felt that there was a lot of overlap in the ideas: supporting and growing children's vocabulary, generating excitement about literacy, developing their children's confidence and comfort-level with their emerging literacy skills, providing and encouraging creative learning environments, and one of the most important ideas: supporting multilingualism in their children from birth. This was of great importance to the group!

All the discussion resulted in creating this final goal statement for the Theory of Action which the group felt encompassed all of their ideas and vision for their children in the most succinct way:

“IF we support opportunities for language- and literacy-rich family engagement...”

Discussion also happened around the 3-7 word work title. They all ultimately agreed that School Readiness should be included, but the group didn't have enough time to determine a final title.



Group 2: Language & Communication

Revised Ideas

- Encourage families to maintain their first language with their young child(ren) and validate the importance of every family’s first language.
- Encourage families and children to research their native language and culture and share with other families and peers.
- Provide opportunities to expose multiple language to children and families.
- Encourage more engaging, back and forth (open-ended) communication with children.

New Statement

- IF we support early language and literacy through effective communication and cultural diversity...
- THEN all children, with family and community support, will develop into successful learners.

GROUP 1	GROUP 2	GROUP 3
ORIGINAL CLUSTERS		
School Readiness Environment Instructional Strategies	Language Communication	Connecting Communities to Resources via Advocacy and Leadership
REVISED INITIATIVES		
Success in life, work and family (need to be more specific). <i>Éxito: en la vida, el trabajo y la familia.</i>	Encourage families to maintain their first language with their young child(ren) and validate the importance of every family’s first language.	Environments that have early learning and literacy materials / tools.
Children develop or find passions by providing diverse reading materials, introducing a variety of identities, cultures, life experiences, and special interests. <i>Los niños desarrollan o encuentran pasiones.</i>	Encourage families and children to research their native language and culture and share with other families and peers.	Families and programs serving as navigators around local literacy improvement opportunities.



<p><i>Proporcionando diversos materiales de lectura, presentando una variedad de identidades, culturas, experiencias de vida e intereses especiales.</i></p>		
<p>Parents will support this vision by being their child's first best teacher.</p>	<p>Provide opportunities to expose multiple language to children and families.</p>	<p>Programs and schools create an inviting atmosphere that encourages family involvement.</p>
<p>I want to support families and teachers in growing children's vocabulary, language/communication skills, and early literacy skills.</p> <p><i>Quiero apoyar a las familias y los maestros en el crecimiento del vocabulario de los niños, las habilidades de lenguaje / comunicación y las habilidades de alfabetización temprana.</i></p>	<p>Encourage more engaging, back and forth (open-ended) communication with children.</p>	<p>Connecting families to resources at both a local and state level that are inclusive of ability levels.</p>
<p>Provide and support a multilingual environment for children at home.</p>		<p>Programs provide leadership opportunities for families.</p>
<p>Provide a creative learning environment with rich vocabulary and literacy opportunities.</p>		<p>Leadership – I want them to have the focus, drive and will to be able to lead in their respective careers.</p> <p><i>Liderazgo: quiero que tengan el enfoque, el impulso y la voluntad de poder liderar en sus respectivas carreras.</i></p>
<p>Enrichment – to be able to learn anything they can, in anything that interests them.</p>		<p>Self-advocacy – Providing reading materials on self-importance, community impact, etc. Kids learn self-respect and ways to communicate clearly.</p>

		<p><i>Autodefensa: proporcionar materiales de lectura sobre la importancia personal, el impacto en la comunidad, etc. Los niños aprenden el autoestima y las formas de comunicarse con claridad.</i></p>
		<p>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.</p> <p><i>Abogacía - Quiero que mis hijos tengan confianza en sus habilidades de comunicación, para que puedan ser sus mejores defensores. Actualmente, ese es (y siempre será) mi trabajo, pero quiero poder entregárselos cuando sea el momento adecuado.</i></p>
		<p>Strong communication skills – I envision my child being able to get his point across without getting frustrated or raising his voice.</p> <p><i>Fuertes habilidades de comunicación: imagino que mi hijo podrá expresar su punto de vista sin frustrarse ni alzar la voz.</i></p>



		<p>Attending schools or places where they offer free classes for: reading, play and learn, etc.</p> <p><i>Asisten a escuelas o lugares donde ofrecen clases gratuitas para: leer, jugar y aprender, etc.</i></p>
		<p>Sharing ideas with other mothers.</p> <p><i>Compartir ideas con otras madres.</i></p>
		<p>Using community resources.</p> <p><i>Utilizando recursos de la comunidad.</i></p>
		<p>Critical Thinking – finding books and providing opportunities where diversity and multiple outcomes are available.</p> <p><i>Pensamiento crítico: encontrar libros y brindar oportunidades donde haya diversidad y múltiples resultados disponibles.</i></p>
		<p>Technology – providing access in the home and access to other resources in the community.</p>
		<p>Have an online reading program to create reading groups, borrow books from group members, etc.</p>

IF Statements...		
<p>If we support opportunities for multicultural, language and literacy rich family engagement...</p>	<p>If we support early language and literacy through effective communication and cultural diversity...</p>	<p>If we support families in overcoming barriers to accessing resources within their community to allow them to serve as advocates for children and programming...</p>

If...



...Then