



BranchED



Project ELITE: Early Literacy Innovation in Teacher Education

Celebration and Launch

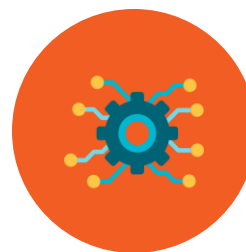
August 26, 2025



Agenda



Welcome and
Framing



Connector



Cohort #1
Reflection



Closing



Who We Are

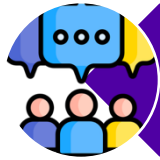




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Be Present and Present



No Spectators



Assume Positive Intent



Share the Air



No "yeah, buts" "we can't" "they won't" "It'll never"

Norms of Engagement



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Chapter Zero





Objectives



1

Collaboratively present key accomplishments, identify challenges, and share lessons learned to inform and guide Cohort 2 teams.

2

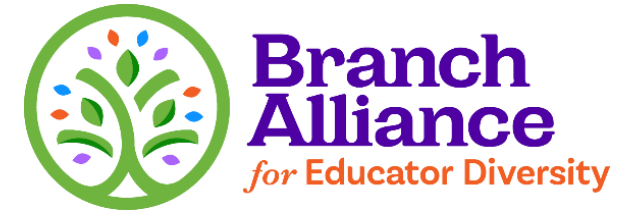
Develop a shared understanding of the core components of the project, including enhancements to course content, assessments, and clinical practice, family engagement, and purposeful practice.

3

Draft and receive feedback on essential implementation documents, including the self-assessment/diagnostic tool, action plan, and budget.

4

Identify initial metrics to measure success and impact.



2025 ELITE II Celebration & Launch





CONNECTOR

Getting to Know Each Other





Personal Brand: Launch Edition

Connector

- Imagine you're a product on the shelf. Create a fun label that introduces you by including:
 - a catchy product name,
 - 2 key features,
 - 1 playful warning or side effect, and
 - where or when you're best used.

Keep it creative and true to you!



Brittany Boost™

Now With Extra Sass!



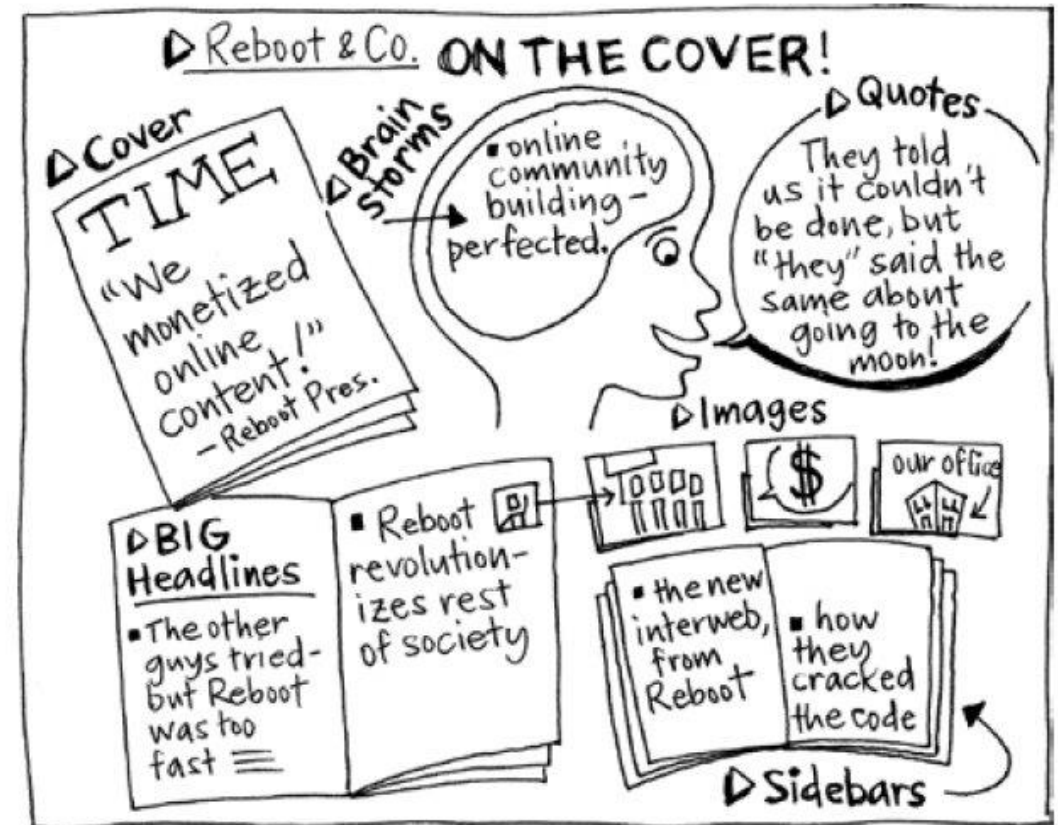
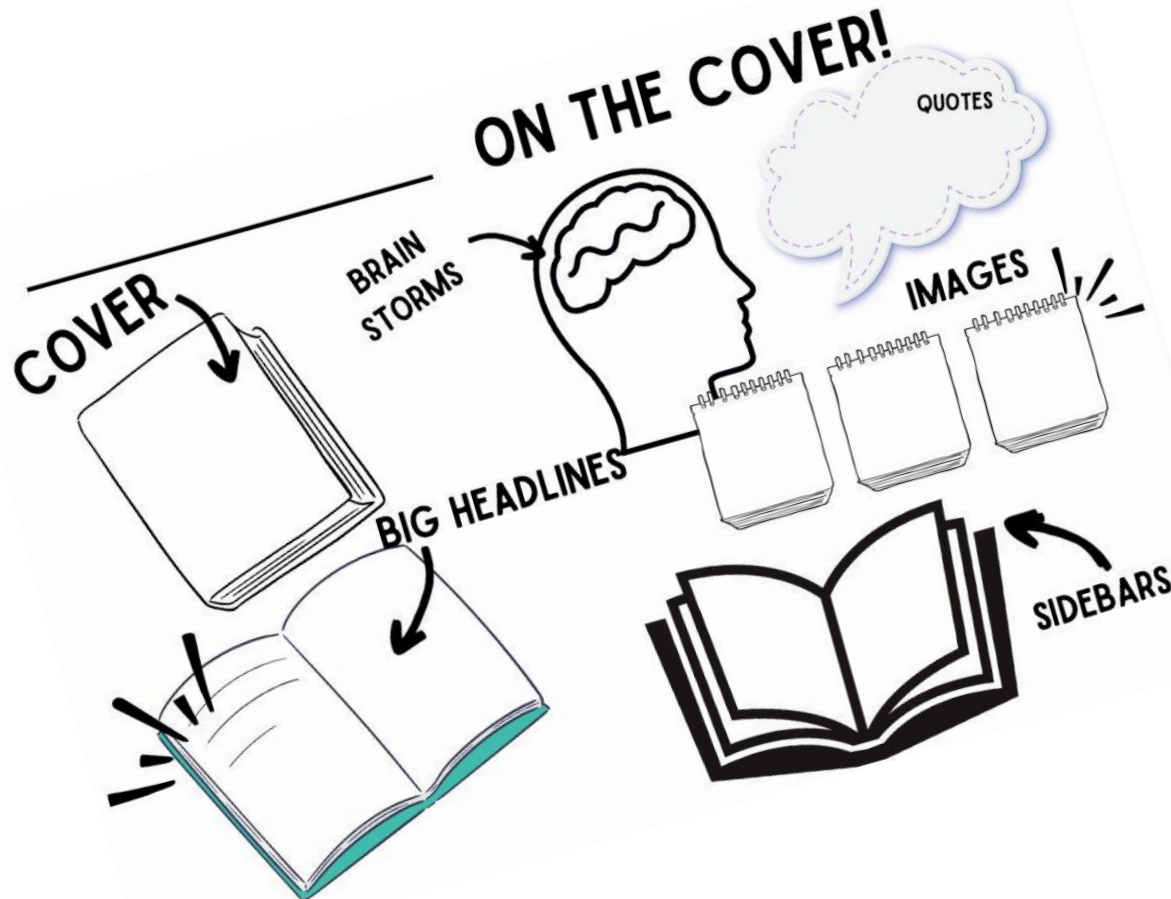
- Key Features
 - Inspires and encourages everyone around her
 - Energy level: caffeine-powered but cozy-vibes approved
- Warnings / Side Effects:
 - Occasionally allergic to unnecessary meetings
- Best Used In:
 - Team brainstorming sessions
 - Literacy-focused initiatives



Connector: Cover Story



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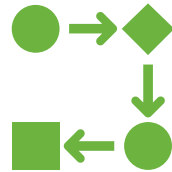


Objective

Exercise in Visioning:

Think expansively around a future state of your early literacy program/offerings.

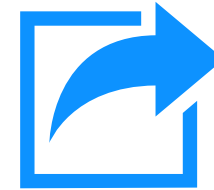
Consider how EPP-District Partners are working together to bring this reality to fruition.



Process

Individually: Imagine best-case scenario for your institution and District Partner

Group: Share your imaginings. Generate *your* collective ***Story of The Year***. Represent the story on the template.



Share Out

Teams introduce their members and share **one** aspect of the Cover Story



Categories

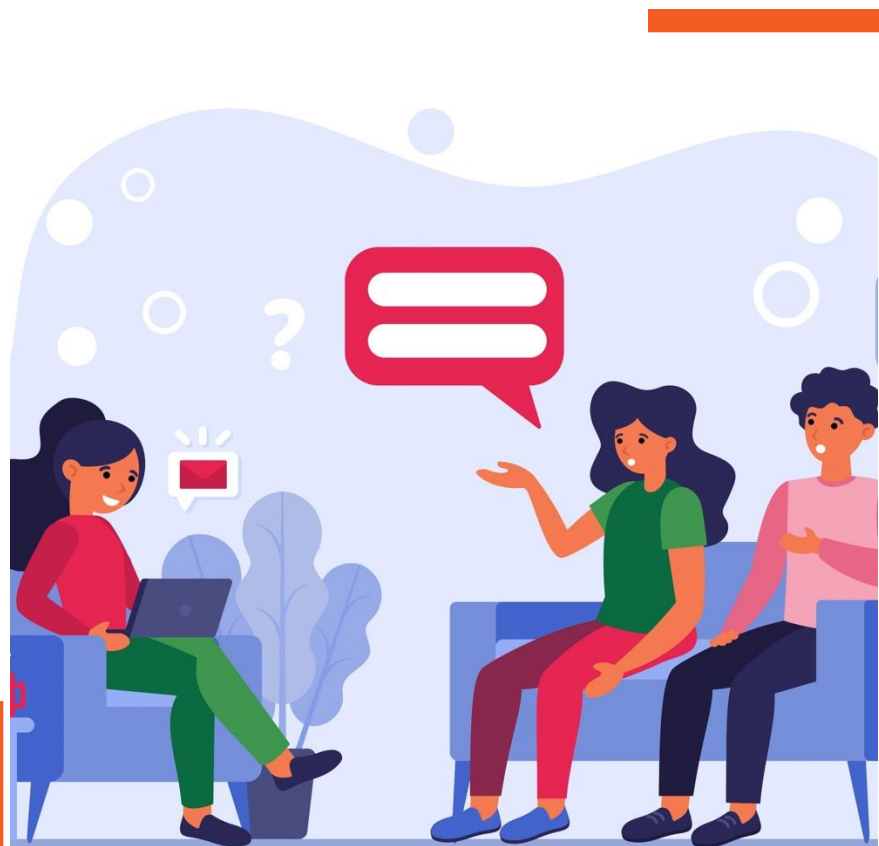
Definitions



- ***Cover***
 - tells the BIG story of their success.
- ***Headlines***
 - convey the substance of the cover story.
- ***Sidebars***
 - reveal interesting facets of the cover story.
- ***Quotes***
 - can be from anyone as long as they're related to the story.
- ***Brainstorm***
 - is for documenting initial ideas for the cover story.
- ***Images***
 - are for supporting the content with illustrations.



Share Out



Designed by Freepik.com

Voice Over Your Cover Story



Break Time!



Cohort 1

Glows, Grows, and Lessons Learned



**Purposeful Practice with MRS
Partnerships**



**Overview of their ELITE Work
Efficacy Assessment
Overview of Other Literacy
Assessments**



**Family Engagement
PK-12 Partnership
Bilingual Children's Books**





Scenario: Family Conference



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Upper Elementary Interpreting Data

Mitchell Ingraham has arrived a beginning of the year conference with his son's teacher. He and his son, Will, have recently moved to your state. You met informally met at the Open House, but this is your first teacher conference with him. The purpose of this conference is to discuss the beginning of the year assessments. Be prepared to discuss the attached data sheet for the first time. You may also discuss how his child, Will, is assimilating into the classroom, relationships, strengths, and areas that need improvement.



Your objective: To successfully conduct the conference by discussing student progress, addressing Mitchell's concerns and collaboratively finding a solution.



Upper Elementary Interpreting Data



Reading	
	September
Oral Reading 100+wcpm*	90 5 errors
Core Testing 22/24*	11/24 = 46%
SRI Score 770-980*	750

*SRI Standard for end of year.
wcpm (word count per minute)

SRI (Student Reading Inventory)-same as Lexile
Score

Mathematics	
	September
Single Digit Multiplication** Facts - 1 min	19
Double Digit Multiplication** Facts - 1 min	12
Division** Facts - 1 min	8

***20+ facts per min with 100% accuracy
is standard for the end of 4th
grade/beginning of 5th grade



Inquiring Minds Want to Know: Q&A



Your Role as Co-Leads

Like Co-PIs

- Guide the work to ensure commitment targets are met
- Participate in coaching calls and COP meetings
- Facilitate BranchED site visit (Year 2)
- Work with Faculty and Key Stakeholders within and beyond the EPP to further the work
- Communicate the vision for the work
- Participate in the completion of the annual reports and ensure they and deliverables are submitted on time





Closing

Your Feedback is Important to Us!



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Reception and Dinner





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Project ELITE: Early Literacy Innovation in Teacher Education

Celebration and Launch

August 27, 2025



Agenda



Feedback and
Connector



Project
Overview



Self-
Assessment



Team Time



Impact



Closing



Learning Objectives



1

Collaboratively present key accomplishments, identify challenges, and share lessons learned to inform and guide Cohort 2 teams.

2

Develop a shared understanding of the core components of the project, including course enhancements, assessments, family engagement, and purposeful practice.

3

Draft and receive feedback on essential implementation documents, including the self-assessment/diagnostic tool, action plan, and budget.

4

Identify initial metrics to measure success and impact.





Pulse Check Results



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What three words describe your experience of today's session together?





Pulse Check Results



What feedback can you give us to improve tomorrow's session?

Love you guys

N/a

N/a

You all are fantastic

More breaks :)

Warm up the room a bit. Some more moving around would be good.

Nothing at this point

The chairs in this room are incredibly uncomfortable and not adjustable. Moving more frequently and/or getting different chairs would be incredibly helpful

Allowing time to ask questions

Previous response

I thought it was great. It was interactive with breaks which we like. We love the food and coffee and gelato, too.

Already have a response

NA



Pulse Check Results



What feedback can you give us to improve tomorrow's session?

So helpful! Thank you! Salty snacks would be great.

allowing time to ask questions.

Give more breaks- or time to get up and use the restroom

I promise to be fresher tomorrow! Long day of travel! I loved hearing from cohort 1 - it really got my wheels turning. I appreciate you ladies!

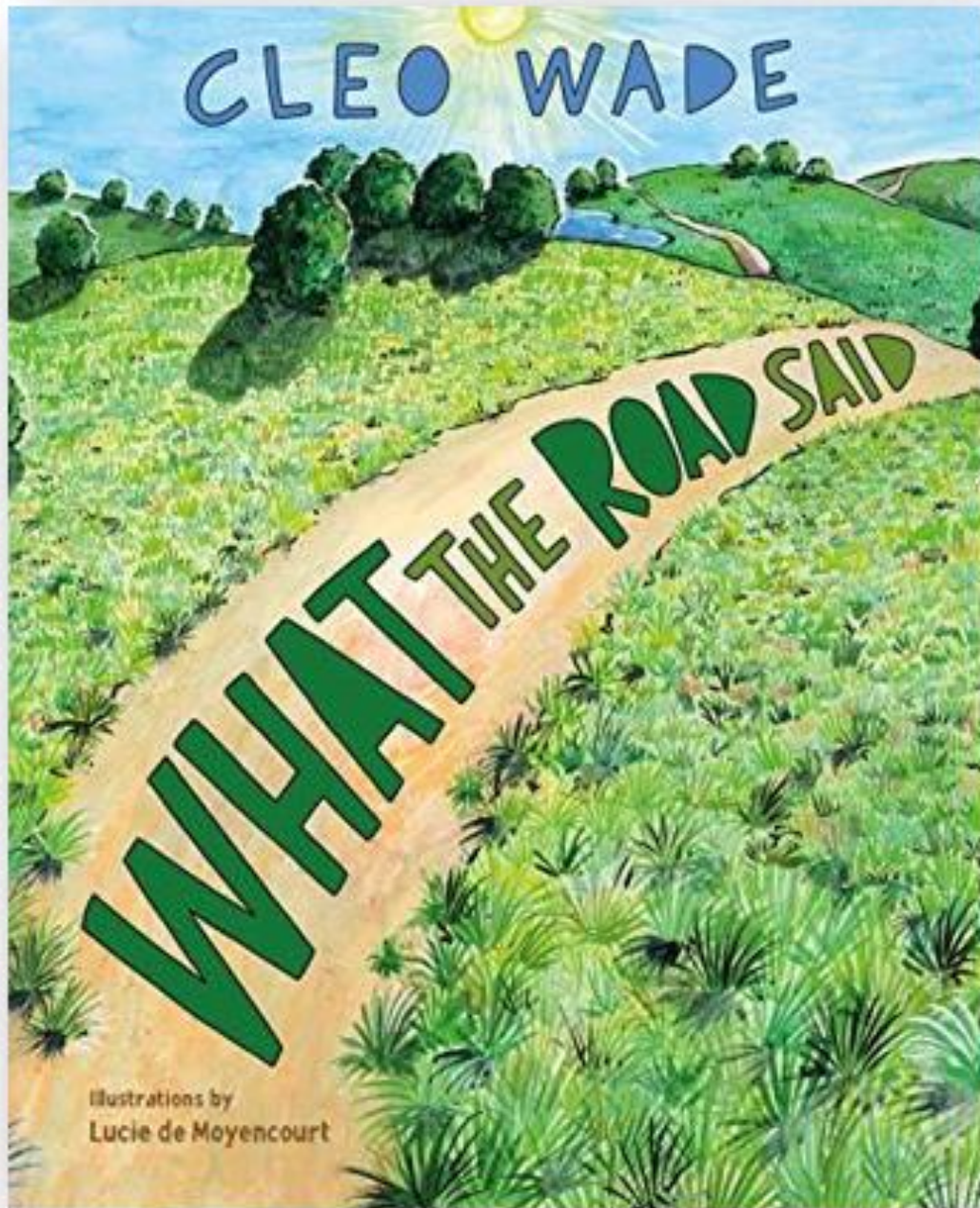
I loved all of the information about what other groups have done. I also liked getting to look at what my school is hoping to do. I'd like to look at ways we can begin planning for those hopes.

It was great! Thanks

Slow the pace down and provide time to complete activities.

Movement More sharing with each other informally Learning specifics of what is needed

Slow the pace down and allow for time to complete activities.



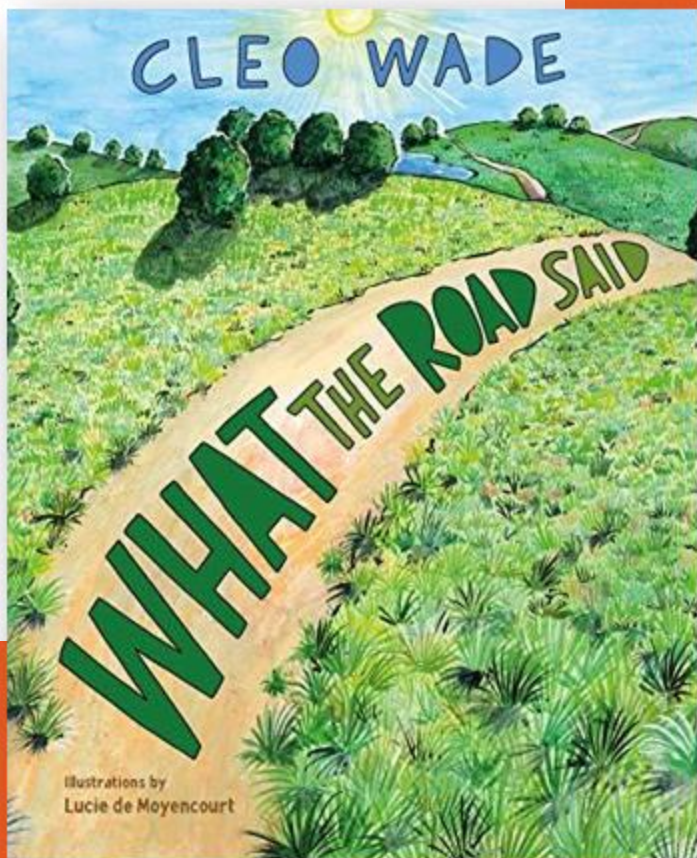
“

Narrator: “What if I feel stuck?”

Road: “Keep going.”



Connector



Setting the Purpose

- What are 4 questions your team has for this literacy road?
 - Ask questions that express uncertainties, concerns, and aspirations.
- What did the literacy road say in response?
 - Provide responses that uplift, motivate, inspire, and encourage.



Project ELITE



Goals

- Strengthen literacy teacher educator practices
- Enhance the effectiveness of educator preparation in early literacy for both pre-service and in-service teachers
- Foster collaboration and peer learning through a Community of Practice
- Share insights and evidence-based practices with the broader educational community



The Why



Importance of Early Literacy

- Confronts the urgent gaps in early literacy readiness
- Establishes the critical building blocks for lifelong academic success
- Applies proven, research-based instruction to close learning gaps before they widen
- Amplifies literacy growth through active family involvement
- Creates equitable pathways to educational and economic opportunity
- Delivers lasting benefits that extend beyond the school years

(National Early Literacy Panel, 2008; Shanahan, 2020).



Focus Areas

Practice-Based Curriculum

Faculty Expertise

Candidate Learning

Cooperation Across the Local Ecosystem

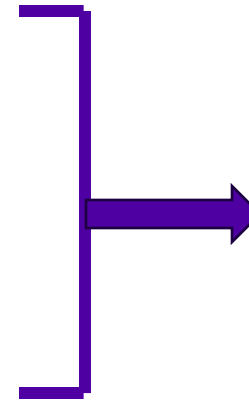


Image from stock.adobe.com



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Four Pillars of Action

Universal Screeners

Short assessments that measure students' proficiency in literacy skills to identify students who may need reading support.

Purposeful Practice using Mixed Reality Simulation

An immersive experience that challenges the learner just beyond their current abilities and provides opportunities to practice in a safe environment, with real-time feedback back and without any real-world consequences.

WORKING WITH FAMILIES AND OTHER STAKEHOLDERS

Evidence-Based Literacy Instruction

Classroom practices based on the best available scientific evidence, rather than personal judgment, that lead to positive literacy learning outcomes.

Effective Intervention

Brief, customized lessons designed to meet the targeted needs of struggling readers and to supplement, not supplant, regular classroom reading instruction.

A Shared Understanding



Pillars of Action: The Foundation



WORKING WITH FAMILIES AND OTHER STAKEHOLDERS

- Families are their children's first and most important teachers.
 - They know their child's strengths, interests, and cultural backgrounds.
 - When we collaborate with families, we can build on what children already know and value, making literacy more meaningful and relevant.
- When families are actively involved in supporting literacy development, it strengthens home-school connections and increases the likelihood of long-term success.
- Literacy thrives when it is seen as a community responsibility.

(Brown, 2021; Clark, 2007; Pilarz, Lin, & Premo, 2024)



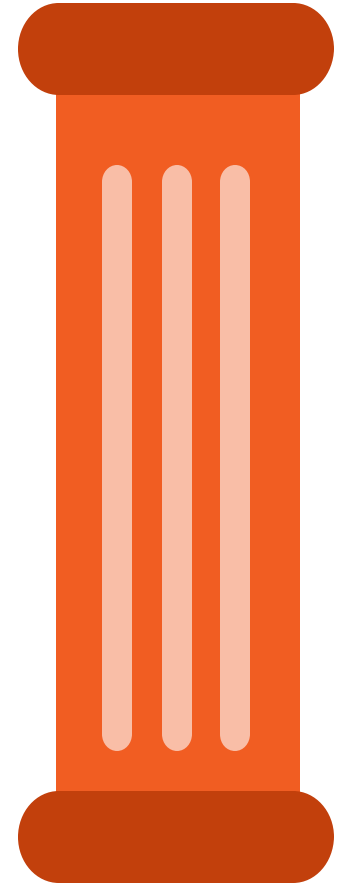
Universal Screeners

First Pillar of Action

- What:
 - Short assessments that measure students' proficiency in literacy skills to identify students who may need reading support.
- Includes:
 - Systematic, explicit, and cumulative instruction
 - The Science of Reading, Scarborough's Rope, The Simple View of Reading, and Brain-Based Research
 - Targeted areas of reading (phonological awareness, phonics, spelling fluency, vocabulary, morphology, comprehension)



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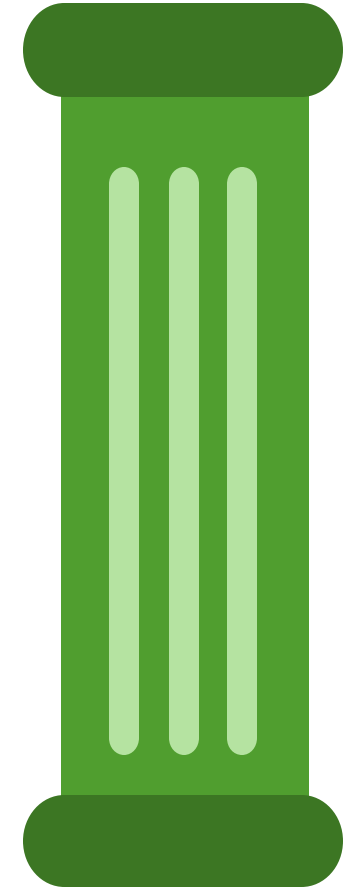
Evidence Based Instruction

Second Pillar of Action

- What:
 - Classroom practices based on the best available scientific evidence, rather than personal judgment, that lead to positive literacy learning outcomes.
- Includes:
 - Individual diagnostic assessments to determine appropriate reading levels and instructional priorities
 - Instruction designed around Science of Reading and aligned materials relevant to learners' needs
 - Structured literacy, and direct and explicit instruction with a gradual release of responsibility to learners
 - Formative assessment (continuous monitoring) by teachers and learners to gauge instructional effectiveness



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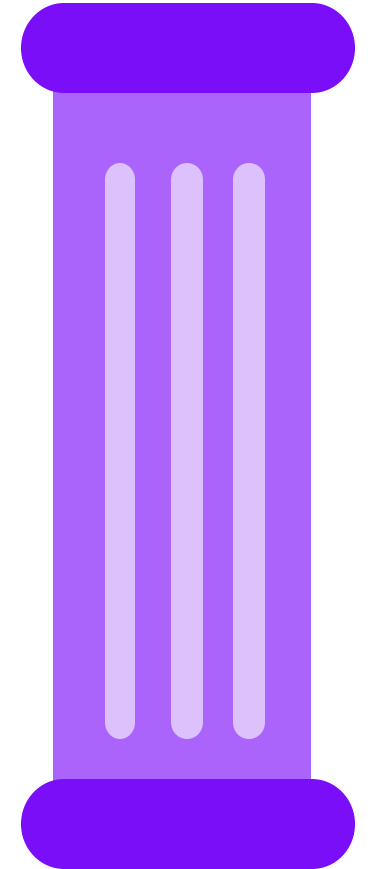
Effective Intervention

Third Pillar of Action

- What:
 - Brief, customized lessons designed to meet the targeted needs of struggling readers and to supplement, not supplant, regular classroom reading instruction.
- Includes:
 - Diagnostic assessments and screeners that inform student-specific interventions and progress monitoring to monitor student progress.
 - Intensive, focused, and targeted instruction based on student needs.
 - Multiple opportunities for students to practice reading skills with teacher guidance and clear, immediate, and constructive feedback.



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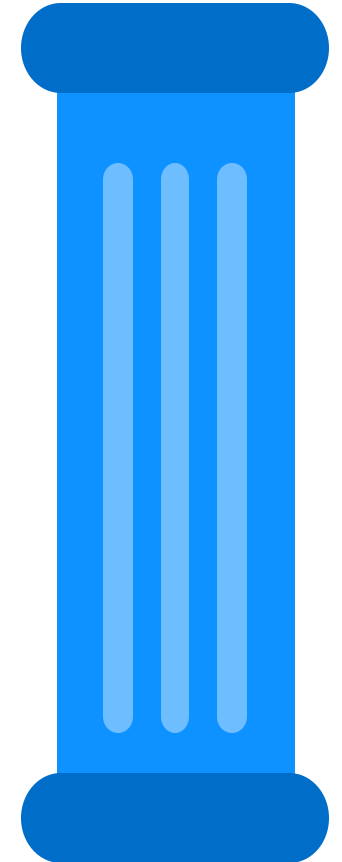
Purposeful Practice

Fourth Pillar of Action

- What:
 - An immersive experience that challenges the learner just beyond their current abilities and provides opportunities to practice in a safe environment, with real-time feedback and without any real-world consequences.
- Includes:
 - Authentic scenarios.
 - Formative feedback.
 - Multiple practice opportunities.



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Application

Process



- Complete Self-Assessment/Diagnostic Tool with Accompanying Action Plan
 - Provides a Road Map for Year 1 Activities
- Complete Budget
 - Provides Specifics on How Funding will be Utilized
- Complete Data Roll-Up
 - Provides Evidence of Success



Self-Assessment/Action Plan



Design Principle: Community of Learners	
Quality educator preparation is catalyzed by a broad-based <i>Community of Learners</i> . The Early Literacy Program establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration.	
What does a high-quality early literacy program look like?	
Community of Learners	Types of evidence to support a rating of <i>Sustaining</i> might include but not be limited to:
<p>A strong foundation for a high-quality early literacy program is achieved through the collaboration of a diverse community of learners. The literacy program faculty are committed to building this community, fostering shared responsibility for teacher candidates' learning, and encouraging professional collaboration. It is this collective effort that ensures that teacher candidates possess and demonstrate the essential early literacy skills recognized by stakeholders.</p> <p>Steps toward full implementation of the indicator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program faculty have the authority and autonomy to make decisions about the early literacy program with input from stakeholders. <input type="checkbox"/> Program faculty actively build long-term, trusted relationships with PK-12 partners, teacher candidates, community-based organizations, and other groups to build a shared understanding of teacher candidates' learning related to early literacy competencies and collectively impact PK-12 learning through teacher preparation. <input type="checkbox"/> The program has a process for continuously improving the early literacy program through collaborative engagement and dialogue about current literacy trends, data analysis, and solutions. <input type="checkbox"/> Program faculty and stakeholders seek out and apply research and evidence-based practices in program improvement efforts. <input type="checkbox"/> Program faculty and stakeholders collaboratively engage in professional learning to improve teacher candidate performance and their own practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of collaborative activities focused on a shared vision for literacy (e.g., a roster of participants, meeting recordings, meeting minutes) <input type="checkbox"/> Documentation of a process for developing a shared list of competencies related to early literacy, evidence-based practices, and the science of reading are explicitly stated. <input type="checkbox"/> Documentation of program improvement efforts, application of research, and best practices <input type="checkbox"/> Documentation of professional learning provided and completed by program faculty
<input type="checkbox"/> Haven't Begun <input type="checkbox"/> Planning for It <input type="checkbox"/> Working on It <input type="checkbox"/> Living It	
What are our assets in this area?	What three to five (3-5) action steps will you take to move you to the next level?




Budget



Template and Narrative

- \$50,000 per year for 2 years
 - \$100,000 Total
- Indirect cost limit: 15%
- Possible expenditures (including but not limited to):
 - Faculty stipends/course release
 - Food for meetings
 - Substitutes for District to take part in planning meetings
 - Conference travel to disseminate information on the project
 - Family engagement activities
 - Stipends for 1st year teacher to implement case study to show impact

 BranchED			
Organization Name:			
Instructions Project requests: Enter the estimated annual expenses for the activities, categorized within the specified line items (staff salaries, consultants, etc.). You may choose to break down those expenses into sub-categories in the 'Description' column. Add rows as needed.			
Staff Salaries and related charges			
Description	Cost Year 1	Cost Year 2	Total Cost
			#VALUE!
			#VALUE!
			#VALUE!
Total	-	-	#VALUE!
Consultants and other contracted services			
Description	Cost Year 1	Cost Year 2	Total Cost
			#VALUE!
			#VALUE!



Data Roll-up: Impact



How will we know we are successful?

Kirkpatrick Model:

- ✓ Reaction (Satisfaction)
- ✓ Learning (Skills, Knowledge Attitudes)
- ✓ Behavior (Application of Learning)
- ✓ Results (Impact – the So What?)



Designed by Freepik.com



Year 1: The Work



Professional Learning and Practice

- Asset Mapping (Self-Assessment/Diagnostic Tool and Action Plan)
- Designing and planning for embedding the content/experiences into existing coursework, identifying and addressing gaps in coursework or experiences
- Planning for assessing candidate progress toward proficiency in teaching reading
- Teacher Educator PD related to each of the four Pillars of Action and other areas as determined by the teams
 - Knowledge of Universal Screeners
 - Knowledge of Evidence-Based Literacy Instruction
 - Knowledge of Effective Intervention
 - Purposeful Practice using Mixed Reality Simulation

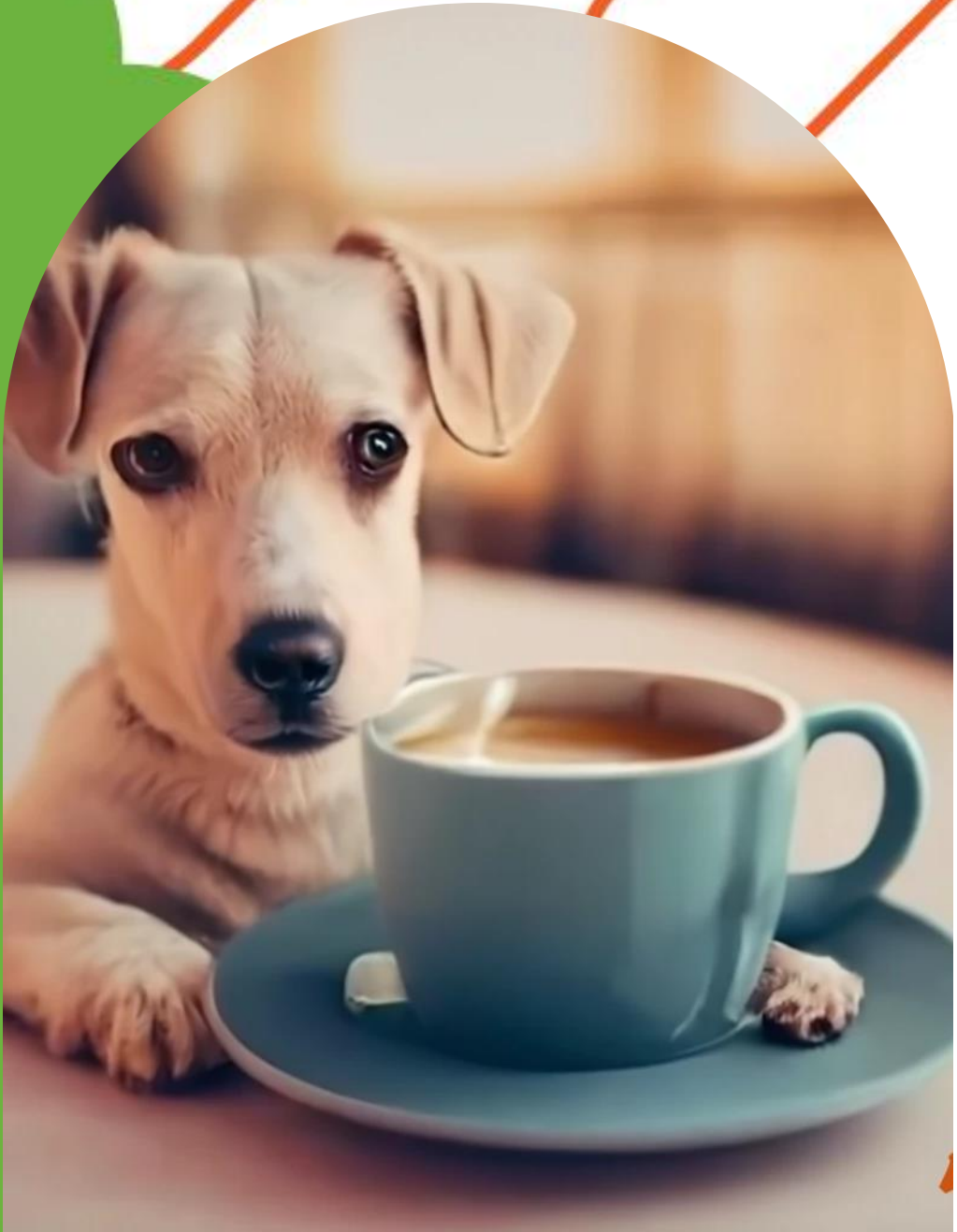


Year 2: The Work



Application and Implementation

- Piloting new coursework/experiences
- Implementing new assignments/assessments
- Teacher candidate Purposeful Practice, using MRS
- Launching family engagement efforts (e.g., developing family resources related to the Pillars of Action, delivering a family literacy night, developing Bilingual materials)

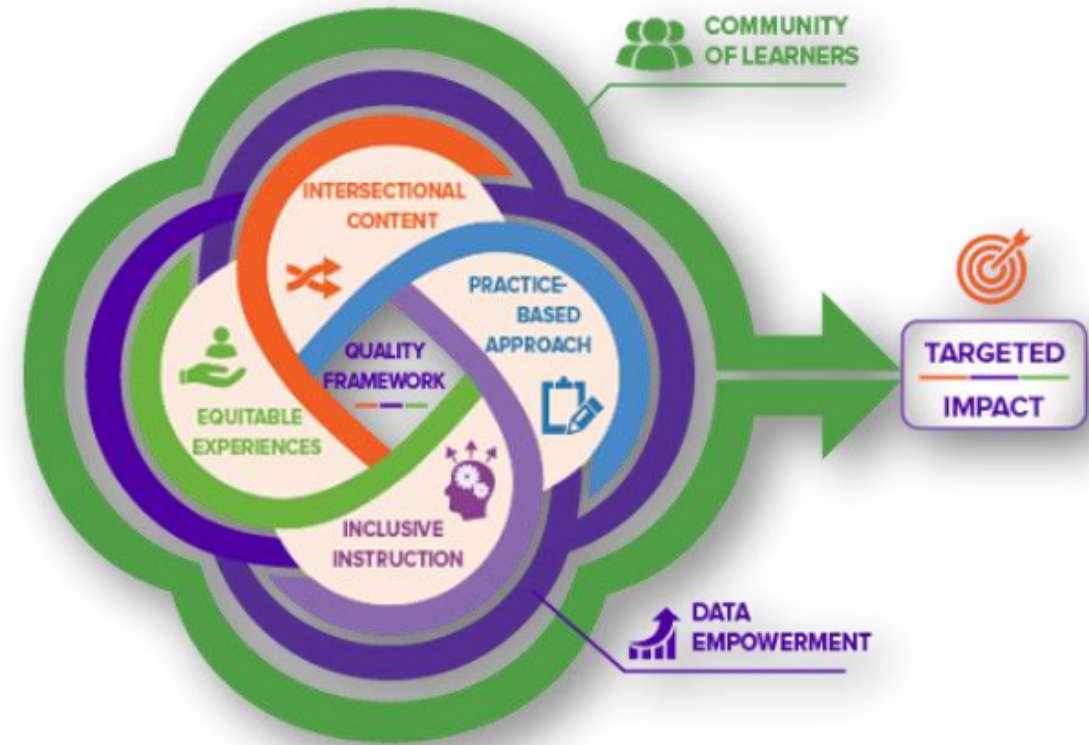


Break Time



BranchED Framework for the Quality Preparation of Educators: The Foundation of the Self-Assessment

DEEP DIVE





Quality educator preparation is catalyzed by a broad-based **Community of Learners**. The Educator Preparation Provider (EPP) establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration.



Quality Educator preparation is **Data Empowered**. The EPP has an active culture of inquiry, utilizing an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, moves through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken.



Quality educator preparation is grounded in **Intersectional Content**. Before program completion, candidates demonstrate mastery of content related to learners, learning, subject matter, content knowledge for teaching, pedagogical knowledge, assessment, and engagement with families and communities. Such knowledge is dynamic, constructed, and overlapping.



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Quality educator preparation fosters ***Inclusive Instruction***. Inclusive pedagogy minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Such pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma-informed care.



Quality educator preparation ensures ***Equitable Experiences*** for all candidates. The EPP provides a multi-layered, holistic system of candidate-specific research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and identification of candidate-specific needs. These academic and social supports are regularly provided and actively monitored to determine whether activities are effective in meeting candidates' needs and enabling their achievement.



Quality educator preparation achieves ***Targeted Impact***. The EPP demonstrates the overall impact and value of its preparation program on its candidates and graduates such that they are competent and confident in their ability to bring about positive academic gains for PK-12 students, especially students of color and low-income students.



Self-Assessment/Action Plan



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What are our assets in this area?	What three to five (3-5) action steps will you take to move you to the next level?



Self-Assessment: Rubric



Not Yet Started "Haven't begun" Elements of the indicator are not yet evident in the program.	Developing "Planning for it" Elements of the indicator are not evident, but implementation is in the early development stage.	Progressing "Working on it" Implementation is evident, but elements of the indicator need further development/execution	Sustaining "Living it" Full implementation is evident with strong evidence.
"We haven't begun this work."	<p>"We are..."</p> <ul style="list-style-type: none">• Talking about it and building background knowledge• Identifying needs• Collecting input• Building consensus and buy-in• Dismantling barriers• Planning actions• Answering what, where, who, when, and how• Designing the infrastructure for implementation	<p>"We are..."</p> <ul style="list-style-type: none">• Putting plans into action• Monitoring• Reviewing and revising curriculum, assessments, field experiences, etc.• Working on policies, structures, and cultural conditions for full implementation	<p>"We are..."</p> <ul style="list-style-type: none">• Establishing process and routine structures to ensure consistent implementation and fidelity• Engaging in a systematic continuous improvement process for program improvement



Team Time



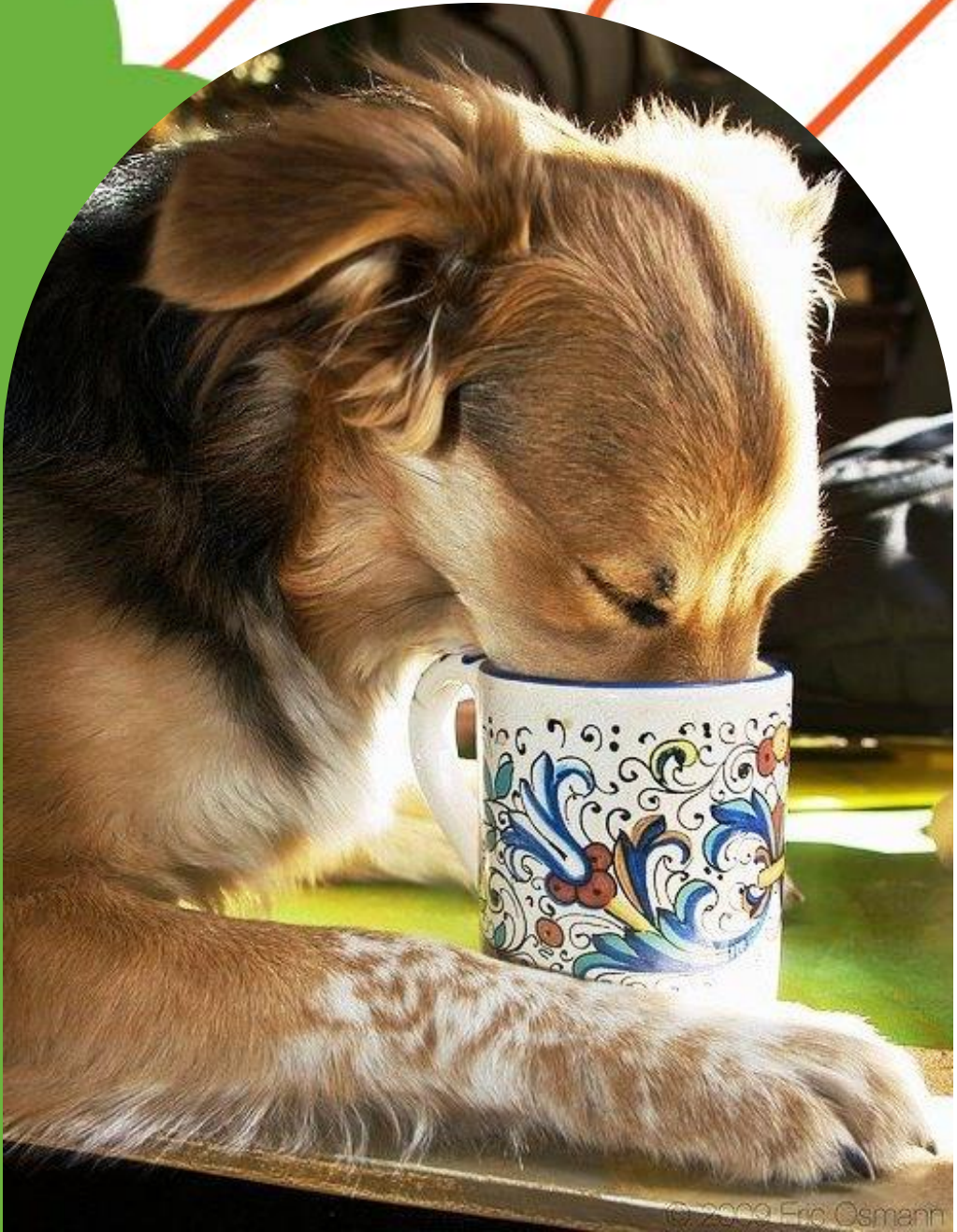


Lunch Time!



Team Time





Break Time!

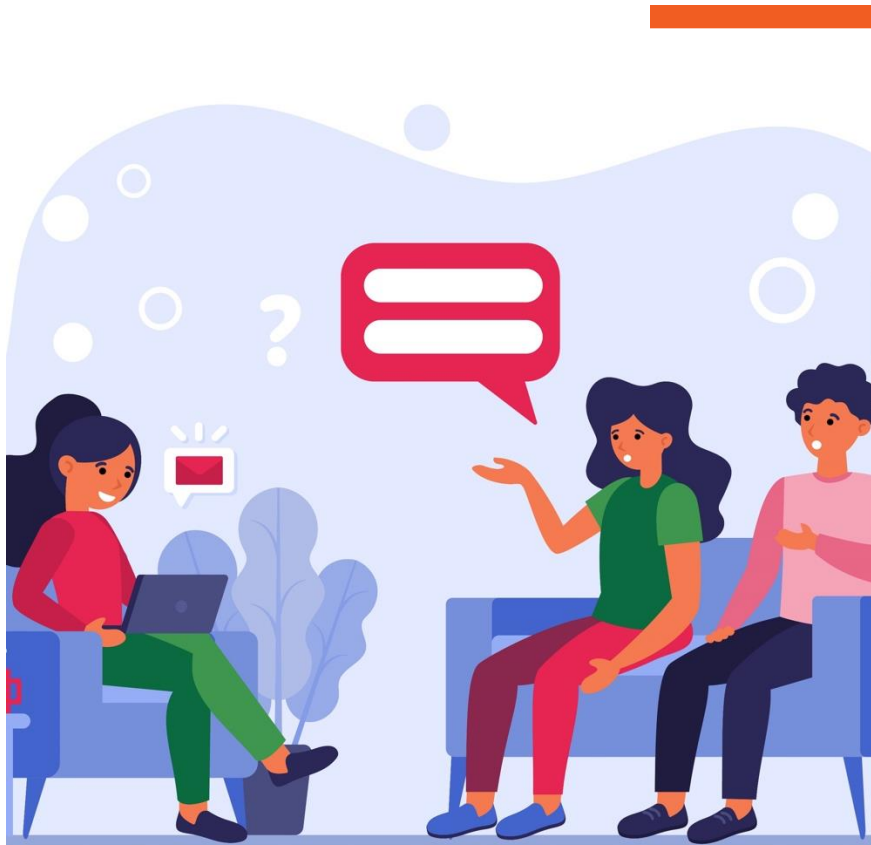


Share Out and Feedback



Each Team

- Provide a high-level overview of your
 - Current realities
 - Strength areas
 - Action steps for the coming year
- Share feedback with your peers



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Data Roll-Up: Impact

How will we know we are successful?

Kirkpatrick Model:

- ✓ Reaction (Satisfaction)
- ✓ Learning (Skills, Knowledge Attitudes)
- ✓ Behavior (Application of Learning)
- ✓ Results (Impact – the So What?)



A stylized illustration on the left side of the slide. It features a blue open cardboard box at the bottom. Above the box is a lightbulb with an orange brain inside, symbolizing ideas. Surrounding the lightbulb are various icons: a gear, question marks, a yellow circle with an exclamation mark, and dashed lines. The background is green with orange and blue curved lines.

Data Brainstorming

Table Teams

- What data are you currently connecting?
- Where are the gaps?
- What are the non-negotiables that all EPPs must address?
- Are there any EPP specific data that we need to consider ?

Kirkpatrick Level	Definition	Kirkpatrick Level	Definition	Focus	Sample Evidence Sources	Data Type	Collection Timing
Reaction	How teacher candidates feel about the preparation program	Reaction	How co-leads feel about project participation and coaching	<ul style="list-style-type: none"> - Satisfaction with sessions and resources - Perceived relevance to their role - Engagement in communities and TA sessions 	<ul style="list-style-type: none"> - Event surveys with satisfaction/relevance ratings - Community of Practice surveys (focus on value and applicability) - TA coaching surveys - Attendance/participation logs - Qualitative reflections ("The most valuable part of this session was...") 	<ul style="list-style-type: none"> - Quantitative (Likert scales), - Qualitative (open-ended) 	<ul style="list-style-type: none"> - Immediately after events
Learning	What teacher candidates have learned	Learning	What co-leads/faculty have learned	<ul style="list-style-type: none"> - Growth in knowledge of Science of Reading, universal screening, early intervention, and family engagement strategies 	<ul style="list-style-type: none"> - Baseline Self-Assessment of prior knowledge and instructional practice as compared to demonstrated learning through scenario based tasks or case studies, and digital simulations. 	<ul style="list-style-type: none"> - Quantitative (scores), - Qualitative (artifact review, feedback) 	<ul style="list-style-type: none"> - Pre-project, post-project, and at key milestones
Behavior	How teacher candidates apply learning in practice	Behavior	How co-leads/faculty apply learning in practice	<ul style="list-style-type: none"> - Changes in program content, assessment, and clinical experiences - Frequency and fidelity of new practices 	<ul style="list-style-type: none"> - Revised syllabi incorporating structured literacy - Updated assessments aligned with SOR principles - Changes to clinical experiences (e.g., more targeted practicum work on phonics instruction) - Use of simulations with teacher candidates - Feedback from pre-service teachers on observed changes 	<ul style="list-style-type: none"> - Qualitative (document analysis, feedback), - Quantitative (implementation tracking) 	<ul style="list-style-type: none"> - Ongoing; mid-year and end-of-year review
Results	Impact on students and the school system	Results	Impact on teacher candidates and PK-3 learners	<ul style="list-style-type: none"> - Improved readiness of teacher candidates to deliver structured literacy - Better early literacy outcomes for PK-3 learners 	<ul style="list-style-type: none"> - Improved literacy outcomes in program graduates' classrooms - Increased alignment of program with state/national early literacy standards - Reduction in instructional gaps between coursework and school-based practice 	<ul style="list-style-type: none"> - Quantitative (student outcome data, alignment scores), - Qualitative (stakeholder feedback) 	<ul style="list-style-type: none"> - Annually



Draft Data Roll-up



Quantitative Data Demonstrating Success

TPP NAME:					
Reporting Period:					
Candidate Knowledge of Teaching Reading					
Baseline and Year	Assessment Used (and a short description of the criteria used to determine proficiency)	Number of Total Candidates Assessed	Number of Assessments Attempted	Number of Assessments Attempted and Passed	% Attempts Passed
Baseline Year 1 (20-21)					-
Baseline Year 2 (22-23)					-
Baseline Year 3 (24-25)					-
Baseline Average		-	-	-	-
Year 1 (25-26)					-
Year 2 (26-27)					-
Candidate Knowledge of Early Screeners					
Baseline and Year	Assessment Used (and a short description of the criteria used to determine proficiency)	Number of Total Candidates Assessed	Number of Assessments Attempted	Number of Assessments Attempted and Passed	% Attempts Passed
Baseline Year 1 (20-21)					-
Baseline Year 2 (22-23)					-



Closing

Your Feedback is Important to Us!



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Designed by Freepik.com



Remember!



Tomorrow:

- Group Picture
 - Wear Your Spirit Wear!

Dinner on Your Own

- Check your folder for suggestions



BranchED

Project ELITE: Early Literacy Innovation in Teacher Education

Celebration and Launch

August 28, 2025



Agenda



Feedback



Impact



Expertise
Analysis



Next Steps



Closing



Celebration-Launch Reflections



Your Feedback is Important!

Remember we need your survey completed as a requirement for reimbursement.



Learning Objectives



1

Collaboratively present key accomplishments, identify challenges, and share lessons learned to inform and guide Cohort 2 teams.



2

Develop a shared understanding of the core components of the project, including course enhancements, assessments, family engagement, and purposeful practice.



3

Draft and receive feedback on essential implementation documents, including the self-assessment/diagnostic tool, action plan, and budget.



4

Identify initial metrics to measure success and impact.





Pulse Check Results



What feedback can you give us to improve tomorrow's session?

No suggestions lunch good love the data protocol

Can we try to end a bit early so we have enough time to get to the airport? :)

I need more feedback on the budget and how to go about planning: I don't want to allocate funds and then have to submit for reallocation for everything

I appreciate the time to work with our team. It would have been nice to have the action plan time yesterday so that today we can talk about logistics and budget Thank you for the friendly supportive

None

None

!!!!

It was a positive and productive experience. Thank you

Everything was great. Brakes were perfect.

I think we need more work time. There were a lot of topics today and it got overwhelming after lunch.



Pulse Check Results



Figure out how to share with each other easily about specific topics and requirements so we are not reinventing the wheel

Today was great! Thanks for giving us time to work! We really benefited from getting a chance to chat after each big "info dump" so we could sit and say, "what will this look like for us?"

Overwhelming information.

Thank you so much for incorporating our feedback from yesterday! Keep doing what you've been doing! I do hope o have some time to talk with each other in small groups tomorrow after new information

More clarity on the overall expectations. I understand that vague may help with thinking broadly, but it's hard too.



Impact

How will we know we are successful?

Kirkpatrick Model:

- ✓ Reaction (Satisfaction)
- ✓ Learning (Skills, Knowledge Attitudes)
- ✓ Behavior (Application of Learning)
- ✓ Results (Impact – the So What?)



A stylized illustration on the left side of the slide. It features a blue open cardboard box at the bottom. Above the box is a lightbulb with an orange brain inside, symbolizing ideas. Surrounding the lightbulb are various icons: a gear, question marks, a yellow circle with an exclamation mark, and dashed lines. The background is green with orange and blue curved lines.

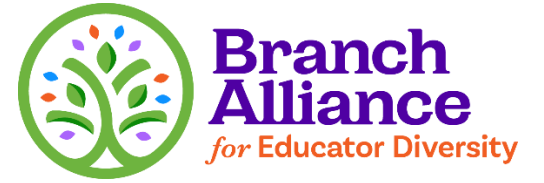
Data Brainstorming

Table Teams

- What data are you currently connecting?
- Where are the gaps?
- What are the non-negotiables that all EPPs must address?
- Are there any EPP specific data that we need to consider ?



Data Roll-Up

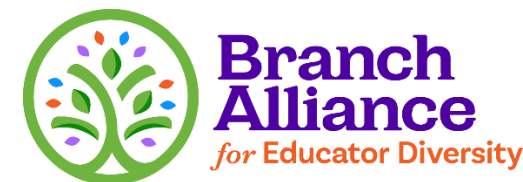


Candidates

- Content Knowledge (Knowledge & Skills)
- Early Screeners (Knowledge & Skills)
- Early Intervention (Knowledge & Skills)
- Self-Efficacy (Perception of Knowledge & Skills)
- Pedagogical Knowledge (Application)



Data Roll-Up



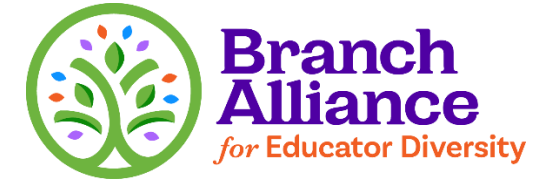
Graduates

- Program Satisfaction
- Employer Satisfaction (Completer Effectiveness)
- Measure of Student Learning



Literacy Road PD and Expert Landscape Analysis





What PD topics do we need?

Table Team

List on your ideas on PD
on a sticky note

Share Out

If someone has the
same idea you had
remove that Post it

Collectively

Vote for your top 4
topics using dots

Who has that expertise?



Chapter 2





Next Steps



- Submit Final (Deadline: 9-30-2025)
 - Self-Assessment/Action Plan
 - Budget Template and Narrative
 - Data Roll-Up
- Community of Practice (every other month)
 - Stay tuned!
- Coaching Schedule
 - Stay tuned!





BranchED Circle Talk



Speaking from the Heart: Listening with Respect

- The Significance of Circles
 - Circles are symbolic in many cultures and contexts
 - Circles represent equality, interconnectedness, and continuity
 - Circle Talk is built on the belief that every human being wants to be connected to others in a good way
 - Circles build community





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Thank you for your time!



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