



Multilingual Learner Early Literacy Partnership Pilot

Partner commitments and anticipated outcomes

Partner commitments

District conditions

Through our research and on-the-ground work with schools, we've found that there are key conditions that must be in place in order to successfully implement new professional learning structures and instructional strategies.

With our guidance and support, we expect all pilot partners to meet or work toward meeting the following conditions:

- A school composition of $\geq 10\%$ MLs in grades K–2 and a dedication to analyzing and accelerating their reading growth
- High-quality instructional materials (HQIM) in place for reading (as identified by EdReports) in place for at least a year
- System leader priorities and system/teacher training are aligned to the science of reading research
- Coaching and PLC systems in place (or a commitment to creating them)
- Commitment to prioritize system and classroom change to:
 - implement a vision that emphasizes all teachers are language teachers and that leveraging/honoring students' home languages and/or dialects is key to literacy development and reading acceleration
 - build capacity for integrating language development strategies within both the word recognition and knowledge-building components of early literacy HQIM
 - build and strengthen professional learning structures and practices to integrate content and language development instruction, including:
 - collaborative planning for grade-level and language development teachers/specialists
 - classroom observation, coaching, and feedback



Data sharing notice

This pilot is a part of a study to test and measure the effectiveness of our approach to building an early literacy system. To ensure the efficacy of the data we're presenting, we will need robust data from districts, including demographic information for students and staff. We will not share this data with external researchers, nor will there be any formal publications without explicit consent from the district.

Anticipated outcomes

Building a system of professional learning and classroom practices that centers language development is not an overnight project, but it enables lasting change.

Though we know that this work takes time, we anticipate measurable deliverables and improvements within the first year of partnership, including:

- New protocols for centering language development during high-quality reading curriculum internalization and implementation
- Improved scores on target essential practice and instructional practice diagnostic tools
- Student growth on early literacy assessments