

## Get to Know Michigan PA 306 of 2016 Sec 1280f Implementation Task Facilitation Notes for Principals

This activity is one of several we've designed to support you in the successful implementation of Michigan's PA 306 of 2016, Sec 1280f – the reading law. In this activity, your staff will get to know key information related to the new law through a custom graphic organizer and corresponding questions. This graphic organizer, or visual, will help staff understand the expectations of the new law, beginning with all that should be happening at the start of the school year when students return. Once staff members have had a chance to study the visual, they will still have it as a handy one-page organizer that can be used as a ready-reference throughout the school year. It is something you'll likely refer to again and again. At least we hope you will!

### Why Bother Getting to Know the Parts of PA 306 of 2016?

Well, whenever a new law is in place that impacts education, it is smart to take some upfront time to study it. It is up to us as the leaders to know what the law is about. This particular legislation impacts us at the heart of the teaching and learning process: the classroom level – in grades K, 1, 2, and 3. If you are an elementary principal or teacher, you will be directly impacted by the law. If you supervise or have oversight for these grade levels, you will be directly impacted by the law. It's well worth our bother to get to know the law so we understand its impact on our schools.

### The Reading Law

PA 306 of 2016 (Section 1280f) is already in place, but the real action begins with the welcoming of students to the 2017-2018 school year. It is important to review information related to the expectations of the law before it is implemented. I know, I know, it seems like common sense. But remember that with July 1, 2017, many new elementary principals joined the ranks in Michigan. With just weeks to go before the opening of school, we all need to make sure everyone is tuned in to what will be greeting students within the first thirty days of school. If you haven't yet had time to digest the law, do it now. If you have had time to digest the law, do it again. There's quite a bit of information to take in.

### Key Questions

There are several key questions that will be addressed as you and members of your staff work through the activity, including:

1. What are the key components of the Michigan Public Act 306 of 2016 (Section 1280f) that will impact us during the 2017-2018 school year?
2. What is the relationship of the components of the Act one to one another?
3. How widespread will this Act be in our school?
4. What will the implications of the Act look like for our students, parents, teachers, staff, and others?

## When Should We Study This Tool?

**Now.** A number of ISDs throughout the state have developed workshops and tools to help principals and district staff stay up-to-date with new requirements. Attend any for which your schedule permits. Fill those rooms. Learn everything you can. Even if you heard it before. Hear it again. Study it again. The law provides an opportunity for schools to deepen discussions about literacy and helping all students become readers – and that is a worthy discussion to have. The graphic organizer we designed can be used to introduce the actual law, to summarize the law, or to complement a Close Read of the law. Get your knowledge on now and continue to fill in your learning as the law is fully implemented over the next two years.

## Suggestions for Using Tool with Staff

We designed this activity to support you, the leader of the school, in the facilitation of the activity. Of course, you can certainly assign someone else to do this, but this will be a successful activity and much learning will occur with your facilitation. The lesson has been designed to ensure this.

### SET YOURSELF UP FOR SUCCESS

Set about an hour or so of time on your calendar to work either by yourself or another staff member well before you conduct this activity with your teachers. You'll be studying the packet of materials before you facilitate this with your staff. Complete the task on your own. Print out the visuals and questions. Grab a cup of coffee. Start the timer for your study session now.

Review what is needed if you choose to conduct this activity with your teachers:

#### Materials:

- One copy of the **graphic organizer** for each staff member
- One **question set** for each staff member
- Several **index cards** for each staff member (These will be used to write questions that need to be answered. One question to a card to make sorting the questions easy for you.)

**3 minutes**

### Part I: Opener

Welcome everybody to the learning session and draw everybody's attention to 306. Use *one* of the following ideas – or one of your own – to help draw that attention.

- Show a piece of paper that has the number 306 written on it.
- Have the number 306 written on the sign-in sheet.
- Have the session titled, "306."
- If preparing name badges, have a 306 printed on everyone's name badge.
- Have a sheet of paper with the number 306 on each table.

Ask staff members to share what this significant number 306 means. If teachers are sitting at tables, give teachers one minute to come up with an answer from the table.

Implementation Task for Visual Interpretation of PA 306 of 2016 (Section 1280f) – Michigan's Reading Law  
Created by Deb Wahlstrom – Smart Data/Successline Inc

Share out. After enjoying their answers, let teachers know that 306 is not the key scale score on the M-Step, minutes in the school day, or a batting average for XXXXX, etc., but is the number that goes with the new reading law: PA 306 of 2016 (Section 1280f) to be exact.

20 minutes

## Part II: Document Review – Visual Interpretation of Michigan Public Act 306 of 2016 (Section 1280f) – Also referred to as the new “Reading Law.”

Remind teachers that because of the need in the state to help more students read at grade level in by the end of 3<sup>rd</sup> grade, state legislators passed Michigan Public Act 306 of 2016. (This implementation task isn’t to debate this specific law, but that would be a very good implementation task for a different session.) The overall purpose of this task is to review the key components of the law and how those components relate to us. What do those components look like when they are implemented in our school with our students? We will be using the handout, *Visual Interpretation of Michigan Public Act 306 of 2016*, as our study document.

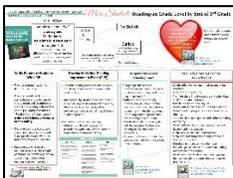
Share the four **learning targets** for today’s learning session:

1. **Identify** key features of Michigan’s new reading law.
2. **Explore** relationships of components in the Act.
3. **Discover** how widespread the impact of the Act will be in our school.
4. **Determine** the implications of how the Act will look to our students, parents, ourselves, and others.

Then invite teachers, working in pairs, to complete the questions related to the visual organizer.

**TIP:** Because this may be new material for many, it is best to have few distractions during the study section. If you like to use music during study, choose soft music with no words to allow teachers to focus on the task. Of course, their conversations will be the real music!

Please distribute the following for each teacher/participant:



### Visual Interpretation of Michigan Public Act 306 of 2016 (Section 1280f)

There are two pages (a front and a back to this handout) so please be sure to include both

one copy per participant



### Question Set

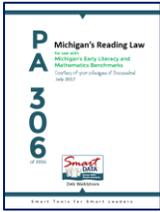
one copy per participant

15 minutes

### Part III: Follow-Up

After teachers have had adequate time to complete answers to their questions, take time to process the answers with them. As with anyone, teachers will want to confirm their answers to the questions, and this process time is invaluable for reflecting on new information.

1. **Review the answers orally.** This does not really take much time and provides an opportunity for discussion, especially on questions you highlight ahead of time that have importance to you and your faculty. This allows you to get a feel for how staff responded to each question; you'll learn so much!



# Get to Know Michigan PA 306 of 2016 Sec 1280f Implementation Task QUESTION SET

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## DIRECTIONS

Use information, where available from the Visual (graphic organizer, to answer the questions that follow. As you study, consider making notes on both your answer sheet and your Visual. Especially include questions that come to mind that you need to have answered as we move into the next week or so. Please write these on your answer sheet or graphic organizer.

## Questions

1. In your own words, what is Michigan's Public Act 306 of 2016?
2. What is required for staff in schools to do within the first 30 days of students coming back to school?
3. What would the cut-off date be for your school or district? (Figure it out and write your answer here and on the visual.)
4. What is the name of the initial assessment will be given to your students? (Also make a note on your visual.)
5. What is an initial assessment?
6. What ELA program do students have if they are NOT deficient?
7. What ELA program do students have if they ARE deficient?
8. After determining a student is deficient, what is the maximum amount of time a school staff has to completed the required tasks?
9. What is the amount of time your school staff is going to take? Has it been determined?

10. Information from the law can be grouped into four thematic Action Blocks that show the required supports for students who have a deficit in reading. What are the four areas of action?
11. Would sending a parent letter home notifying him or her of a student's assessment results be adequate based on the new law? What evidence supports your answer?
12. What documentation from the action block related to parents must schools now keep?
13. What does the acronym IRIP represent?
14. For which students must an IRIP be written?
15. Who creates an IRIP for a student?
16. What is the purpose of an IRIP?
17. Based on the visual, when looking at the key 4 action blocks for staff to implement once it has determined students showed a deficit, what is the one piece that is different depending on grade level?
18. When reviewing interventions for students, do any require students to participate in their interventions during their regular ELA period? Use evidence from the visual to support your answer.
19. Based on information in the visual, what sticks out as an emphasis with the 3<sup>rd</sup> grade interventions? (Use the page with the enlarged Interventions chart for easier reading.)
20. Based on the information in the Visual, do IRIPs need to be completed for students with Individual Education Plans (IEPs)?
21. What specifically, does the law point to, that is to be used to target professional development?
22. Based on the information in the professional development requirements, does the law require specific training courses for teachers? Explain.

23. Based on the law, is there an expectation that staff members work together? Explain.
24. Based on the law, is there a requirement that teachers figure out how to implement interventions on their own?
25. Three of the action blocks have a document that provides a framework for reading. What is the name of the document? (This document is not part of the law, but will be key in its implementation.)
26. Is this framework important in the core also – or mostly for students who show a deficit?
27. Another document not in the law, but is instrumental, is in the coaching block. What is its title?
28. Using your own words, provide a statement that summarizes the information in the coaching block.
29. What is instructional density?
30. How long is a school required to provide the intervention for a student?

## **Bring it Home**

Continue to use the visual to think about the following questions as they specifically apply to your school, your students, and your staff:

1. What components of the law does our school (district) already have in place? (You may want to highlight these on your visual.)
2. What components of the law does our school (district) still need to develop?
3. What information do we need to continue to study and share as we shape stronger early literacy and mathematics environments for our littles?
4. Based on the law, how is deficient defined?

5. What is a score of proficient on the MDE’s Early Childhood Literacy and Mathematics Benchmark Assessment?
6. Based on the MDE score reports how do you know if a student is deficient?
7. What is the process for obtaining a coach from the ISD?
8. What is the difference in an early literacy delay and a reading deficiency?

There is more to the law that we will study later including the offering of a summer reading camp and additional information about what happens in the 2018-2019 school year and beyond.

### Got Questions?

You are not the only one with questions. Write them down. Turn them in. Let’s get them answered. Just use the format given during our session today share your questions (e.g., write one question per index card and leave the cards before you go; etc.).

Thanks for getting your learning on today as we all get smarter, and remember always,

