**Support for Deans & Program Directors: P-12 Partnerships**

**Cycle A, Table 7, 10:45a - 12:00p**

* **Laura Saylor’s Story:** 
  + MSJ faculty gave IDA presentation
  + Connected with local school district near MSJ (Oak Hills)
  + Created a partnership with Oak Hills for instruction (OG & LETRS training)
  + Within a few years Oak Hill, shifts to SoR-aligned instruction - working with MSJ to make this shift
  + At higher ed, we have to make the effort to connect with schools and develop those partnerships
    - Every fall, MSJ goes out and visits schools - get out in your community
* **Tips and Tricks:**
  + Make personal touches and personal connections to those you come in contact with. All outreaches are personal. Being present in the community
* **Scaling it up:** 
  + Connecting higher education with the local school districts is vital. For those universities that have aligned, they have college students graduating with SoR knowledge but then entering their first teaching jobs in districts who don’t align in their district practices.
  + All higher ed should partner with a local district to make this connection - work at both ends
  + Work at multiple ends: legislation, higher ed, districts
  + The breakdown is at the implementation
  + Provide resources at all opportunities “give things away” “ givers can make big changes in the world”
* Capacity building at the state level
* Across the entire department of education
* Communicating with mentor teachers through our student teacher placements about the student teacher’s requirements and what they are learning - just as how teachers provide learning to parents….higher ed can provide learning to the mentor teachers who are working without student teachers.
* Working with State Dept of Ed - creating a common syllabus for all early literacy courses - it brings together representation from all universities across the state
* With regards to implementation, making connections with superintendents is important - having superintendents (and principals) understand the *why* and *how*
* Principals attending professional development with their teachers

**Summit on SoR in Higher Education**

**Note-Taking Assignments**

Please make a [copy of this document](https://docs.google.com/document/d/1JtphjAjlwShfbzu2tl6mXEuJ_3gIQms7/edit?usp=sharing&ouid=102662212900045414544&rtpof=true&sd=true) for recording notes.

Title the document with the [Cycle Letter and Number](https://docs.google.com/document/d/1mTjJ6ode5VGgjFBfwOEWtAcWUsF8VazS/edit?usp=sharing&ouid=102662212900045414544&rtpof=true&sd=true) and the Facilitator’s Name and the word “Notes “- like this A1 Edgren Notes.

At the end of the session, file the notes [in the corresponding file for the session inside this folder.](https://drive.google.com/drive/folders/1NQh2W3YARNl0RJOfGDFRlXidJheEajWu?usp=sharing)

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| --- | --- |
| Table | Name |
| 1 | Tambra |
| 2 | Karen - ask someone to take notes during her session |
| 3 | Angela |
| 4 | Maria |
| 5 | Monica |
| 6 | Beth - ask someone in the group to take notes during her session |
| 7 | Jennifer |
| 8 | Janice - ask someone in the group to take notes during her session |
| 9 | Meghan |
| 10 | Christine |
| 11 | Rosie |
| 12 | Eugene |
| 13 | Amanda - Kelly will take notes during your session in Cycle B |
| 14 | Lisa - Kelly will take notes during your session in Cycle C |
| 15 |  |

Back ups - Carolyn Turner, Amy, Stephanie, Priscilla Nelson, Nicole Vella, anyone on planning committee