

Connecticut Reading Leadership Implementation Council



September 19, 2023

Connecticut State Department of Education



Welcome



Director of the Center for Literacy Research and Reading Success (The Council)

[Dr. Melissa K. Wlodarczyk Hickey](#)

Facilitator



Welcome, Introductions, and Roll Call



Thank you for serving on the Council:

- Dr. Stephanie Lockhart, Principal, Avon High School, Avon Public Schools
- Ms. Christina Kingsbury, Instructional Coach, CHMS

Welcome:

- Dr. Tamu Lucero, Superintendent, Stamford Public Schools
- Bianca Rivera, Teacher, Fairfield Public Schools



Council Norms



Equitable Participation

- Pause
- Be open and allow constructive silence
- Share the air

Active Listening

- Paraphrase
- Be present

Respect for All Perspectives

- Assume positive intentions
- Take an inquiry stance



Council Members' Legislated Responsibilities



- Consult with the Director
- Assist in informing the activities of the Center
- Facilitate communication in the field and dissemination of information, tools and services made available by the Center
- Develop and publish annual goals for the Center
- Meet at least once every two months



The Center's Why, How, and What



Why: Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade

How: By leading through change and bridging research to support Connecticut educators, families, policy leaders, and community members in increasing effectiveness of literacy teaching and learning

What: Build comprehensive local and regional literacy educational systems based on culturally-responsive, evidence-based literacy teaching and learning practices, strategies, and structures



Draft 2023-24 Council Goals



- Review research and analyze successful birth through grade 12 evidence-based literacy strategies and instruction (e.g., Multi-tiered Systems of Support, Tutoring, District Work)
- Build upon [Connecticut's K-3 Strategy](#) to include birth through grade 12.
- Evaluate and identify supports for schools and districts regarding K-3 assessment and instruction (e.g., professional learning, tools, materials, etc.)
- Support and communicate the activities, information, and services provided by the Center.



Update on Draft Center Goals



- Dr. Maureen Brummett, Superintendent, Newington Public Schools
- Dr. Michael Coyne, Dean of the Neag School of Education UCONN
- Dr. Melissa Jenkins, Chief Academic Officer, Bridgeport Public Schools
- Frances Rabinowitz, Executive Director, Connecticut Association of Public School Superintendents (CAPSS)



Hanover Research Resource Review



Irene Parisi, Chief Academic Officer, CSDE

GUIDE TO PILOTING A NEW CURRICULUM MODEL OR PROGRAM
Prepared for the Connecticut Department State of Education
April 2023

**PILOTING A PROGRAM:
SUPPLEMENTAL MATERIALS**
Prepared for the Connecticut State Department of Education
June 6, 2023

INFOGRAPHIC - SCIENCE OF READING IMPLEMENTATION
Connecticut State Department of Education

INTRODUCTION
The Connecticut State Department Center for Literacy Research and Reading Success developed a list of approved K-3 reading curriculum models and programs aligned with the Science of Reading (SoR). In partnership with Hanover Research (Hanover) the Connecticut State Department of Education (CSDE) conducted a qualitative study to examine the experiences of school districts implementing these reading curriculum models/programs. The following infographic summarizes key findings from this research study.

METHODOLOGY
9 IN-DEPTH INTERVIEWS Hanover conducted nine in-depth interviews with Language Arts experts from six school districts across the country implementing SoR-aligned curricula.
4 SoR-ALIGNED CURRICULA Curricula represented across interviews are as follows:
 ✓ Amplify CKLA: Two districts
 ✓ Open Up-EL Education: Two districts
 ✓ myView Literacy: One district
 ✓ Into Reading: One district

WHY DO DISTRICTS CHOOSE SoR-ALIGNED CURRICULA?

4 RATIONALES FOR ADOPTION

- 1 INEQUITABLE RESOURCES**
Adopting a standard SoR curriculum helped some administrators address previous inequities in curricular materials and resources to ensure all students have access to high-quality materials and supports.
- 2 NON-STANDARDIZED CURRICULA**
Some districts lacked a core curriculum resulting in teachers using different approaches which favored classrooms with more experienced teachers.
- 3 POOR OR INEQUITABLE ACADEMIC OUTCOMES**
Some districts highlight low or uneven reading scores, especially disparities among students of color and lower-income students, as motivation for adopting SoR-aligned programs.
- 4 OUTDATED CURRICULA**
District administrators sought reading programs that were aligned with best practices and research-based strategies, such as explicit and systematic literacy instruction.

4 PROGRAM OUTCOMES

- 1 PROMOTING EQUITY AND CONSISTENCY**
Participants appreciate that adopting district-wide curricula has brought standardization to their districts, including enhanced consistency, collaboration across classes and schools, and evidence-based, high-quality education.
- 2 IMPACTS ON ACADEMIC OUTCOMES**
Districts implementing SoR-aligned programs see improved reading performance, including:
 ✓ Gains in foundational skills like phonemic and phonological awareness
 ✓ Students' reading at or above grade level (e.g., state assessments)
 ✓ Improvements in speaking and listening skills like academic vocabulary and discussion norms
- 3 IMPACTS ON STUDENT ENGAGEMENT**
Experts highlight the effect of SoR-aligned programs on increasing student engagement in both writing assignments and literature discussions.
- 4 STRONGER LINKS TO TIERED SUPPORTS**
Experts emphasize the usefulness of SoR-aligned programs for enhancing MTSS work, including differentiated small-group instruction and targeted and scaffolded learning needs among struggling readers.

STRATEGIES

INTUITIVE FOCUS
Teachers' resistance is often overcome when they observe academic growth in their students

EDUCATE TEACHERS ON THE RESEARCH UNDERLYING SoR APPROACHES. Link theory to action by showing how SoR is manifested in lesson plans and what it looks like in the classroom

INTRODUCE COMPLEMENTARY STRATEGIES FOR SUPPORT AND PERMIT LIMITED FLEXIBILITY FOR TEACHERS. Examples include strictly implementing modules while making other aspects optional, condensing lesson length, or choosing complementary resources.

OFFER ADDITIONAL IMPLEMENTATION MEETINGS, COACHING, PLCs. Postpone or relax requirements for program fidelity. Create user-friendly guides to help teachers locate resources.

TRAIN TEACHERS IN INSTRUCTIONAL APPROACHES AND COMPLEMENT FLAGSHIP PROGRAMS.

USE ASSESSMENT TOOLS (E.G., iReady, Amplify mCLASS, DIBELS) TO IDENTIFY STUDENTS' LEARNING NEEDS AND INTERVENTIONS.

STRATEGIZED DISTRIBUTION
All interviewed experts recout extensive initial training sessions to support staff with implementation, ranging from 1-4 days.

LENGTHY INITIAL TRAINING
All interviewed experts recout extensive initial training sessions to support staff with implementation, ranging from 1-4 days.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ADDRESS THE 'WHYS' AND SING VARIOUS FORMS OF PROFESSIONAL DEVELOPMENT (BELOW):

WHY	HOW	WHAT
WHY District- and	HOW Organized collections or lesson plans, research, and other tools	WHAT Vendor-supplied coaches and self-paced lessons
WHY Grade- or school-level knowledge-sharing	HOW Video-recorded or in-person modeling	WHAT Exemplar lessons
WHY Grade- or school-level knowledge-sharing	HOW Organized collections or lesson plans, research, and other tools	WHAT Renowned academics and practitioners teach SoR principles

3 WAYS VENDORS CAN SUPPORT DISTRICTS*

- Coaching**
- Professional Learning** both ongoing sessions and
- 24/7 Customer Service**

*Most vendor supports are available at an additional cost



2023-24 Upcoming Meeting Dates and Times



November 14, 2023

January 16, 2024

March 19, 2024

May 21, 2024

Time: 1:00-2:30