

Connecticut Reading Leadership Implementation Council



January 17, 2023

Connecticut State Department of Education



Connecticut Reading Leadership Implementation Council



Director of the Center for Literacy Research and Reading Success

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

Facilitator



Building a Learning Culture In a Virtual Space



- Keep yourself on **mute** unless you're speaking
- Keep your **video** on when life allows it - We'd love to see you!
- Use the **chat** to ask questions and keep the conversation going
- Use the **raise hand** feature to share your thinking
- Use **emotion** icons to share feeling or thinking



The Why



Every Connecticut student has the right to read at or above grade level by the end of third grade.



The Center's Why, How, and What



Why: Every Connecticut student has the right to read at or above grade level 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





CSDE Literacy Updates



- CSDE Staffing
- Literacy Professional Learning and Supports
- Reading Curriculum Models and Programs
- Higher Education Collaborations
- Connecticut's Literacy Strategy and Statewide Literacy Plan





CSDE Literacy Updates: Staffing



- Center for Literacy Research and Reading Success, Academic Office
 - Five Associate Education Consultants
 - One Administrative Assistant
- Office of Dyslexia and Reading Disabilities, Talent Office
 - Jule McCombes-Tolis, Ph.D., Bureau Chief, Jule.Mccombes-Tolis@ct.gov
 - Three Associate Education Consultants
 - One Administrative Assistant

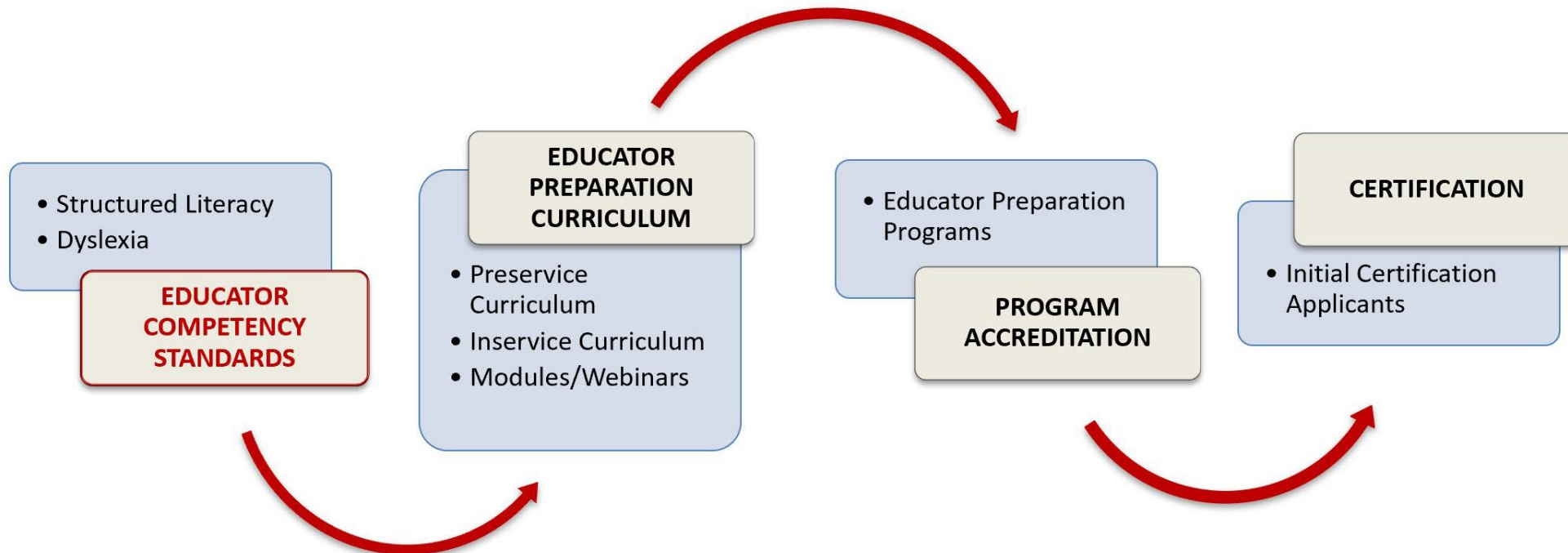




Office of Dyslexia and Reading Disabilities



MISSION: The Office of Dyslexia and Reading Disabilities ensures that current scientific reading research, including the principles and practices of Structured Literacy, informs the preparation of all educators so they can effectively identify and meet the individualized literacy needs of K-12 students with reading disabilities, including dyslexia.





CSDE Literacy Professional Learning and Supports



Connecticut's Literacy Model Strategy with University of Connecticut, Hill for Literacy, and Literacy How

- Audience: Alliance Districts and Opportunity Districts
- Purpose: Build district and school culturally responsive, scientifically-based, evidence-based literacy structures and practices

ReadConn with Public Consulting Group (PCG)

- Audience: School-based Teams (e.g., literacy leaders, teachers, administrators)
- Purpose: Increase expertise in identifying and providing instruction in the necessary foundational reading skills, spotting student skills gaps, and monitoring students' progress to create a solid foundation in early literacy skills

Region 2 Comprehensive Center (WestEd) Networked Improvement Community

- Audience: Five Districts having one school that includes grades K-3
- Purpose: Engage in a continuous improvement cycle to “plan, do, study and act” and make changes to improve practice based on scientifically-based, evidence-based literacy structures and practices

Science of Reading Masterclass with Connecticut Association of Public School Superintendents

- Audience: District-based Teams (e.g., superintendent, district literacy lead, administrators, teacher leaders)
- Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction



Reading Curriculum Models or Programs



- Updated information found at the [Connecticut Approved K-3 Reading Curriculum Models or Programs](#) dedicated webpage
- 2022 Required Notification Regarding Connecticut's Approved PreK-3 Reading Curriculum Models or Programs Survey (closed January 13, 2023)
- [2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program](#) (February 28, 2023)



CABE Presentation: Science of Reading Playlist of Resources



Watch:

- [Dr. Louisa Moats Talks Teachers And Reading Science with Dyslexia](#)

Listen:

- Podcast: [Sold a Story: How Teaching Kids to Read Went So Wrong | Podcast \(apmreports.org\)](#)
- Podcast: [The Podcast - The Reading League](#)

Read:

- Connecticut State Department. [Connecticut State Department of Education Evidence-Based Practice Guides](#)
- Evidence for ESSA. (2022). [Evidence-based reading](#)
- Hanover Research. (April 2022). [The Science of Reading: A literature review prepared for the Connecticut State Department of Education](#)
- Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance. (2019). [WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade \(ed.gov\)](#)
- Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance. (2010). [Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd grade](#)
- Louisa C. Moats, [Of 'Hard Words' and Straw Men: Let's Understand What Reading Science is Really About](#)
- University of Connecticut. (2021). [Connecticut Partnership for Literacy Success: Our Research](#)



Higher Education Collaborations



- October 14, 2022: Deans' Meeting
- January 26, 2023: Higher Education Literacy Group





Connecticut's Literacy Strategy and Statewide Literacy Plan



Every Connecticut student has the right to read at or above grade level by the end of third grade.



Upcoming Meeting Dates



Meeting Dates:

- March 21, 2023
- May 16, 2023
- June 20, 2023

All meetings from 1:00-2:30 p.m.

Meetings will be recorded and posted.

