PARTICIPANT ACTIVITY PACKET

What Do I Bring to the Team?

From Competencies to Collaboration: Connecting Educator Roles in Structured Literacy and Dyslexia

OUR PURPOSE

Use a student scenario to recognize where your knowledge and practice connect to the Connecticut Educator Competencies for Structured Literacy and Dyslexia, what colleagues bring, and how that expertise comes together to support a student.

How to use this packet

STEP 1	STEP 2	STEP 3
Meet your student	**Connect the competencies**	**Reflect and share**
Read the scenario. On your own, notice strengths, needs, evidence, questions, and possible next steps.	Share perspectives as a team. Then examine the selected competency excerpts and where shared or specialized expertise may help.	Identify a new connection, an aha moment, and one idea to carry into your practice.

Your assigned scenario

Information	What is available in the scenario
Aurora | Kindergarten	Scenario and Step 1: page 2 • Competency discussion: page 3
Riley | Grade 1	Scenario and Step 1: page 4 • Competency discussion: page 5
Both groups	Complete the reflection and share-out on page 6

Each group needs only its assigned scenario pages and the shared reflection page.
Hold the competency page until after the initial student-focused discussion.

KEEP IN MIND

The competencies are not a checklist of what one educator must do alone. Look for connections to existing practice, differences in educator roles, and questions that benefit from working together.

My educator role / relevant experience

SCENARIO 1 • STEP 1

Meet Aurora

Kindergarten | 2026–2027

Aurora is a kindergarten student. Fall screening results indicated a need for additional support in phonemic awareness and letter-sound correspondence. She has been receiving Tier 1 instruction with her classmates and additional small group support to help strengthen her phonemic awareness skills and letter/sound correspondence.

Her progress-monitoring data show that Aurora is making some progress. Further investigation of the results, along with additional formative and observational data from the teacher, indicates that while there is some growth, her application of these skills remains inconsistent.

THE TEAM'S QUESTION

How can the team continue to support Aurora in developing and strengthening the foundational skills that will help her grow as a reader?

Evidence at a glance

Information	What is available in the scenario
Fall Screening	Need for additional support in phonemic awareness and letter-sound correspondence.
Instruction	Tier 1 with peers plus additional small-group support.
Progress information	Some growth, but inconsistent application of skills in progress-monitoring, formative, and observational information.

STEP 1 | Think from your own perspective

What strengths, needs, or patterns stand out? What evidence informs your thinking?

What additional information would be helpful before making decisions?

Based on your role and experience, what next step(s) might you consider?

After independent reflection, discuss your initial thinking as a team. Then move to Step 2.

SCENARIO 1 • STEP 2

Connecting Our Expertise: Aurora

Read the published competency excerpts below and consider how they connect to your group's thinking.

Begin with the first two excerpts. The additional competency connections are available if they help your discussion; you do not need to address every competency provided.

Start here: two focal competency connections

6.3P(b) **(Elementary and Remedial Reading/Language Arts Consultants)**	For students receiving targeted supplemental instruction, utilize the progress-monitoring component of the state-approved universal K-3 reading screening assessment, administered according to standardized administration guidelines, or use a curriculum based measure for students beyond grade 3 to (1) determine if the student is responding adequately to the instruction provided (e.g., calculate students' learning slope, rate of improvement, etc.) and if not, to inform how instruction will be intensified in consultation and collaboration with school-based education professionals (e.g., reading specialist, special educators); and, (2) determine if a referral for special education evaluation, per guidance provided by the CSDE, is warranted.
7.1P **(Elementary, Special Ed, Remedial Reading/Language Arts Consultants)**	Use evidence-aligned instructional strategies or routines to teach all students to detect, identify, and manipulate elements of spoken language, with an emphasis on phonemes as indicated by data on student instructional needs.

Additional connections, if useful

4.2P **(All educators, Elementary, Special Ed, Remedial Reading/Language Arts Consultants)**	Provide explicit literacy instruction by (1) setting the purpose for instruction, (2) identifying the important details of the concept being taught, (3) providing instructions that have only one interpretation, (4) modeling instructional tasks (skills, strategies, routines), (5) using visuals and

	manipulatives to teach concepts and content, as necessary, (6) engaging students in discourse around new concepts; and (7) providing timely and specific confirming and corrective feedback.

8.1P **(Elementary, Special Ed, Remedial Reading/Language Arts Consultants)**	Use evidence-aligned instructional strategies or routines to teach all students grapheme-phoneme correspondences.

Competency applicability differs by certification level and endorsement. Use the adopted crosswalk when discussing role-specific expectations.

TEAM DISCUSSION | What do we bring together?

Which parts of our knowledge and practice connect to the highlighted competencies?

What could colleagues contribute, and what would we do together for Aurora?

SCENARIO 2 • STEP 1

Meet Riley

First Grade | 2026–2027

Riley is a first-grade student. Screening data in September indicated he was secure in his ability to apply foundational skills expected at the beginning of grade 1. Since the beginning of the year, he has been receiving Tier 1 instruction with his peers.

During the winter administration, Riley's stronger performance on phoneme segmentation and nonword reading suggests that some foundational skills are developing as expected. However, on the oral reading fluency, his lower rate and accuracy in connected text indicate a need to look more closely at how efficiently and accurately he is applying those skills during reading.

THE TEAM'S QUESTION

How can the team support Riley's fluency and accuracy so he can continue to develop as a reader?

Evidence at a glance

Information	What is available in the scenario
September screening	Foundational skills expected at the beginning of grade 1 were secure.
Current instruction	Tier 1 instruction with peers since the beginning of the school year.
Winter screening	Stronger phoneme segmentation and nonword reading; lower rate and accuracy during oral reading of connected text.

STEP 1 | Think from your own perspective

What strengths, needs, or patterns stand out? What evidence informs your thinking?

What additional information would be helpful before making decisions?

Based on your role and experience, what next step(s) might you consider?

After independent reflection, discuss your initial thinking as a team. Then move to Step 2.

SCENARIO 2 • STEP 2

Connecting Our Expertise: Riley

Read the published competency excerpts below and consider how they connect to your group's thinking.

Begin with the first two excerpts. Additional competency connections are available if they help your discussion.

Start here: two focal competency connections

6.2P **(Elementary and Remedial Reading/Language Arts Consultants)**	Accurately administer, score, and interpret a range of criterion-referenced literacy assessments to inform (1) the focus of targeted supplemental instruction provided to students performing below Benchmark (composite or subtest) on a state-approved universal K-3 reading screening assessment; and (2) the development of instructional groups and schedules to address students' unique literacy strengths and needs.
9.4P **(All educators, Elementary, Special Ed, Remedial Reading/Language Arts Consultants)**	Use evidence-aligned instructional strategies or routines to promote the development of students' oral reading fluency, with consideration for improving accuracy, rate, prosody, and combinations thereof.

Additional connection, if useful

8.5P **(Elementary, Special Ed, Remedial Reading/Language Arts Consultants)**	Use a decodable text reading routine to teach all students to accurately apply taught phonics skills to support the reading of decodable texts.

Use the adopted crosswalk to explore other relevant connections, including 9.1P. Competency applicability differs by certification level and endorsement.

TEAM DISCUSSION | What do we bring together?

Which parts of our knowledge and practice connect to the highlighted competencies?

What could colleagues contribute, and what would we do next together for Riley?

What might we miss if we considered the information only from our own role?

SHARED REFLECTION • STEP 3

What Did We Discover Together?

Use this page after your group has discussed its assigned scenario and selected competencies.

Personal reflection

What did I recognize about my own knowledge or practice and its connection to the competencies?

What did I learn from another educator's perspective or specialized expertise?

Team reflection

What was an aha moment or an important connection our team made?

How could drawing on our collective knowledge strengthen our next steps for this student?

Share-out: Building stronger together

CHOOSE ONE GROUP MEMBER TO SHARE

One connection we made between the competencies and our practice, one way our colleagues' expertise expanded our thinking, and one takeaway we can apply to our work.

One conversation or practice I want to strengthen when I return to my school or district:

The goal is not for everyone to bring the same expertise; it is to understand how our contributions fit together in support of students.