



CT Reading Leadership Implementation Council

May 21, 2024



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's Why, How, & 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



Agenda



- I. Welcome and Roll Call (1:00 p.m.-1:05 p.m.)
- II. Robert's Rules to Accept Minutes from March 19, 2024 (1:05 p.m.-1:10 p.m.)
- III. Update on CSDE English Language Arts K-8 Model Curricula (1:10 p.m. -1:30 p.m.)
- IV. The Center for Literacy Research and Reading Success: Connecticut's 2023-30 K-3 Statewide Literacy Plan and Goal 1
- V. CSDE Professional Learning and Coaching Update
- VI. Council's 2022 Statements Regarding Curricula and Programs
- VII. 2023-24 Legislative Update Pertaining to the Center for Literacy Research and Reading Success
- VIII. For the Good of the Order (2:20 p.m.-2:29 p.m.)
- IX. Meeting Adjournment



CSDE English Language Arts K-8 Model Curricula



The Connecticut State Department of Education released the complete K-8 [English Language Arts Model Curricula](#) units and Model Curricula Quick Start Guides organized in grade bands [K-3](#), [4-5](#), and [6-8](#). The model curricula provides alignment to Connecticut's Approved K-3 Reading Curriculum Models or Programs. All model curricula, guidance documents, and resources are available through [GoOpenCT](#), Connecticut's open education resource digital library.

Purpose:

- to support districts in implementing high-quality, rigorous English Language Arts (ELA) curricula
- to emphasize the vertical alignment and progression of learning in the primary, upper elementary, and middle school grades
- to support evaluation of local curricula

For additional information regarding implementing the Grades K-3 units, view the [K-3 Model Curricula Webinar](#).

Contact Dr. Joanne R. White, K-12 Literacy/English Language Arts Education Consultant at Joanne.R.White@ct.gov for more information



WHAT IT IS



- A central roadmap for communicating essential learning outcomes for mastery by the end of a grade or grade band.
- A support to districts in delineating how teachers will organize their instruction and teach to develop skills and content knowledge and assess students' ability to transfer learning.
- The Model Curricula can be used alongside, but not in lieu of the [comprehensive curriculum models and programs](#).



WHAT IT IS NOT and Why



- The Model Curricula is not a Core Comprehensive Program.
 - It does not provide comprehensive day-to-day lessons that include sequenced instructional materials, resources, and technology to assist with curricula implementation.
 - It does not provide a scope and sequence of foundational reading skills to support the development of students' emergent reading and writing skills organized at the lesson level.

However, Aligned Core Resources for Connecticut's Approved K-3 Reading Curriculum Models or Programs, and Compendiums of Curriculum Models or Programs are being developed to indicate how they align with the K-3 ELA model curricula, suggested pacing, and scope and sequence.



Connecticut's K-3 Literacy Strategy and The Center for Literacy Research and Reading Success: Connecticut's 2023–30 K–3 Statewide Literacy Plan



September 2022 – December 2022: The Council completed [Connecticut's K-3 Literacy Strategy](#) and it was posted February 2023.

January 2023 – November 2023: The Council drafted *The Center for Literacy Research and Reading Success: Connecticut's 2023–30 K–3 Statewide Literacy Plan* and requested feedback from departments across the CSDE (e.g., Academic Office, Bureau of Special Education, Office of Dyslexia and Reading Disabilities).

*Thank you to **Dr. Brummett, Dr. Coyne, Dr. Jenkins, and Executive Director Rabinowitz** for working together to craft the draft document for the Council to review.

November 14, 2023: The Council reviewed the work of the small group and voted to move forward the draft of *The Center for Literacy Research and Reading Success: Connecticut's 2023–30 K–3 Statewide Literacy Plan* for final review by CSDE.



Council Goals



Goal 1: Increase kindergarten through grade three (K–3) student access to culturally responsive, scientifically based, evidence-based literacy teaching and learning practices.

Goal 2: Serve as a collaborative research center to strengthen educator preparation program (EPP) staff knowledge and understanding of culturally responsive, scientifically based, evidence-based literacy instruction implemented within a MTSS framework.

Goal 3: Share responsibility of birth to grade twelve (b–12) literacy education, including the promotion of whole family literacy well-being.



Center Goal 1: Completed Center Strategies



Center Strategies

Compiled a list of Connecticut approved research-based universal screening reading **assessments** and provide guidance to local and regional boards of education for administering these assessments

Reviewed and approved scientifically based, evidence-based Connecticut approved K–3 reading **curriculum models, programs, and compendiums**

Reviewed and granted requests for **time extensions** to implement any of the reading curriculum models, programs, or compendiums

Reviewed and granted **waivers** to districts implementing an evidence-based, scientifically based reading curriculum model or programs = **17 meeting expectations, 4 partially meeting expectations, 38 transitional, and 25 limited**

Assisted districts and Charter Schools in creating a **district literacy plan** aligned to the Connecticut K–3 Literacy Strategy and MTSS frameworks



Center Strategic Goal 1: Ongoing Center Strategies



Center Strategies

Report on district implementation of approved reading curriculum models, programs, and compendium (Complete and post by November 2025 and update biennially) = **175/180 Districts and Charter Schools are on-track for at least partial implementation by July 1, 2024**

Highlight schools and educators implementing Connecticut approved K-3 reading curriculum models, programs, and compendiums and using evidence-based strategies = **15 Districts and Charter Schools volunteered to share journey to date (e.g., West Hartford, Newtown, Region 17, Shelton, Derby, Marlborough, Tolland, New Haven, Odyssey Community School, Stafford, Ansonia, Plainfield, Stonington, East Windsor, Torrington)**

Provide support to those local and regional boards of education to implement an approved K–3 literacy curriculum model, program, or compendium that have been denied a waiver

Consult with the Reading Leadership Implementation Council to assist districts in reaching full implementation of the Connecticut approved K-3 reading curriculum models, programs, and compendiums by July 1, 2025

Lead the creation of a state literacy plan (SLP)



Professional Learning and Coaching Opportunities



Connecticut's Literacy Model Strategy

- Partners: University of Connecticut, Hill for Literacy, and Literacy How
- Audience: 76 Schools across Alliance Districts and Opportunity Districts
- Purpose: Build district and school culturally responsive, scientifically- and evidence-based literacy structures and practices

ReadConn

- Partner: Public Consulting Group (PCG)
- Audience: School-based Teams (e.g., literacy leaders, teachers, administrators) - Total 500 participants
- Purpose: Increase teachers' expertise in identifying and providing instruction in necessary foundational reading skills, spotting student skills gaps, and monitoring students' progress to create a solid foundation in early literacy skills

Science of Reading Masterclass

- Partner: 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

HILL for Literacy K-3 Literacy Model Curricula and Program Adoption Process and Implementation Plan

- Partner: Hill for Literacy
- Audience: 14 Districts
- Purpose: Assist districts in reviewing, choosing, and/or implementing from the approved list



Professional Learning and Coaching Opportunities in Contract Development Stage



K-3 Literacy Model Curricula, Program Adoption Process and Implementation Plan

- Partner: TNTP
- Audience: 11 District-based teams
- Purpose: Assist districts in reviewing, choosing, and/or implementing from the approved list

Network Improvement Community-Smaller Districts

- Partner: WestEd
- Audience: 15 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

RESC Literacy Affinity Groups and 1:1 Coaching

- Partner: Area Cooperative Educational Services (ACES)
- Audience: 8 Literacy Affinity Groups
- Purpose: Support implementation of the approved CT K-3 reading curriculum models and programs



Council's Statements of Curricula and Programs Guided the Core Review Process



- Materials and programs are not curricula. Curricula is the overarching roadmap to identify essential learning outcomes for mastery by the end of a grade or grade band. Curricula include standards-aligned concepts, skills, high-impact instructional methods, high-quality materials and multiple means of standards-aligned assessments.
- Materials and programs assist students to master standards and learning targets.
- Materials may be rated “meets expectations.” This does not mean they are comprehensive. Materials rely on the skillful implementation of teachers who consider student needs.



2023-24 Legislation Impacting Center



Senate Bill No. 154: An Act Concerning Schools

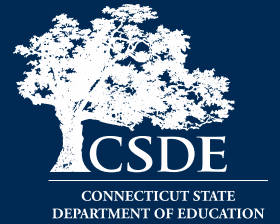
- The initial terms of the members of the council shall expire on June 30, 2024, and the subsequent appointments shall be made by July 1, 2024. Members shall serve two-year terms and may serve consecutive terms.

Substitute Senate Bill No. 14: An Act Assisting School Districts in Improving Educational Outcomes

- And serving as a collaborative center for institutions of higher education and making available to the faculty of teacher preparation programs [~~(A) the science of teaching reading, (B) the intensive reading instruction program, and (C) samples of available comprehensive reading curriculum models or programs reviewed and approved pursuant to section 10-14ii; and (8) reviewing and publicly reporting on progress made by teacher preparation programs to include comprehensive reading curriculum models or programs reviewed and approved pursuant to section 10-14ii]~~ (A) resources and research supporting scientifically-based reading research and instruction, and (B) Connecticut's K-3 Literacy Strategy, developed by the center.



Thank You!



*Thank
You*