

Statewide K-3 Reading System of Professional Learning

Case Study



The Client

Connecticut State Department of Education (CSDE)

The Project

ReadConn: K-3 Reading System of Professional Learning

The Opportunity

CSDE sought an experienced partner to design and deliver professional learning on the reading foundational skills of the Connecticut Core Standards (CCS) in English language arts. Public Consulting Group (PCG) partnered with CSDE to create a rigorous and engaging CCS professional learning program for Connecticut teachers, school-based literacy leaders, and administrators to increase their expertise in teaching reading foundational skills, identifying student skills gaps, and monitoring students' progress toward proficient reading by the end of third grade.

The PCG Approach

PCG staff applied their expertise in the Common Core State Standards (CCSS) to create a blended professional learning initiative that results in a coherent, supported adult learning experience. In its first year, ReadConn will consist of 96 five-person teams that include one school-based administrator, one literacy leader (school-based individual with a formal literacy role who is responsible for supporting K-3 teachers in their professional learning in reading skills and knowledge), and three teachers (inclusive of teachers of K-3 special education and English learners). This is a multi-year program in which cohorts are involved for one year. Key components of PCG's blended professional learning program include:

- Regional workshops focused on critical components of foundational reading: phonemic and phonological awareness; oral language development; phonics and word study including syllabication and structural analysis; fluency; academic language; and reading comprehension. Additionally, the regional workshops provide the opportunity for school-based teams to problem solve implementation challenges to ensure success for all students.

- Online modules that offer participants opportunities to study in-depth the content introduced in the in-person regional workshops.
- Literacy leaders' virtual collaboration to support implementation of classroom practices that are consistent with the content of the regional workshops and online modules. This includes facilitation of school-based professional learning and feedback and support for implemented research-based practices.
- Principal webinars to ensure that school leaders are knowledgeable about the instructional practices that are the focus of the regional workshops and online modules.

The Result

Key deliverables from PCG include:

- Delivery and implementation of a detailed project management plan.
- Leadership design and engagement in a statewide launch event to promote awareness of the initiative throughout the state.
- Design and delivery of four regional workshops in three regions across the state for school teams. Each workshop focuses on a critical component of reading foundational skills.
- Design of four 6-8 hour online modules that provide in-depth content related to the topics addressed in the regional workshops.
- Support for virtual collaboration of school-based literacy leaders.
- Design and support for principal webinars.
- Create 10 classroom vignette videos of exemplary K-3 reading instruction.

Connecticut's ReadConn initiative aims to build educators' knowledge of research-based foundational reading instruction and capacity to transfer that knowledge into daily classroom practices that result in students' proficient reading and writing. PCG looks forward to continuing this important work with CSDE.