

Infinite Possibilities: Doing This Together- Shifting Mindsets and Supporting Evidence-Based Literacy Practices

Dr. Matthew Conway, superintendent of Derby Public Schools, stated in their webinar with the Center, “It is about the journey and if you keep your goal on the journey, there are infinite possibilities as long as we continue to do it together.” The resources and information provided in [Connecticut's K-3 Literacy Strategy](#) create a road map for the Center and stakeholders to improve practices and methods of a comprehensive, multi-tiered educational learning system that includes culturally responsive, scientifically based, evidence-based literacy practices, strategies, and structures. Connecticut’s K-3 Literacy Strategy will continue to grow and adapt to be responsive to new research, additional stakeholder dialogue, and the evolving needs of Connecticut students.

Check out what districts have to say about shifting mindsets and supporting evidence-based literacy practices while using a CT-approved, scientifically based, evidence-based core comprehensive model, program, or compendium:

“We chose Imagine Learning EL Education for several reasons. First and foremost, our former programming did not meet the requirements that were set forth by the State of Connecticut, nor was it grounded in the Science of Reading.”

Newtown: Anne Uberti, Assistant Superintendent of Schools

“Socratic seminars are by far my favorite part of the routine process, and I think the kids would agree with me. Socratic seminars are where the teacher has to pull back, which is very hard for them, and let the students discuss whatever that question is that they're talking about at that time with that text. That was a big shift for our teachers because they're used to leading the discussion.”

Shelton: Cara Foley, Upper Elementary Reading Consultant

“It’s also very important that the classroom teachers delivering this instruction have the knowledge of the science of reading and know why they are teaching it this way.”

Stonington: Faith McDonald, Literacy Coach

“We will be updating our report cards to represent the Science of Reading and Writing. So currently our report cards only contain the Common Core Standards which we feel are a little vague and don’t represent the skills that are taught and we want our report cards to reflect the strands of the reading rope.”

Odyssey Community School: Kara Allen, Kindergarten Teacher

“We are so proud of our educators, students, our families and our administrators for their willingness to lean into new learning.”

Ansonia: Kayla Jarrin, English Language Arts and Social Studies Curriculum Director

“Our teachers were a little nervous about the second grade students studying the Civil War, especially because it was during the holiday season. However, the teachers expressed that the students were actually very sad that the unit came to an end. So, you know, we have to put aside our own assumptions and what we think the students will enjoy and... can handle... If we show interest and enthusiasm toward the topics, then our students will rise to the occasion.”

Stafford: Jen Ledbetter, Kindergarten Teacher

“While we went through a thoughtful process to select a high quality program, we also took this opportunity with this legislation to make a reinvestment in our staff of becoming experts in the science of reading and literacy instructors, because that was the missing ingredient.”

Plainfield: Scott Sugarman, Assistant Superintendent