



THE PATH FORWARD



*The Path Forward Literacy Instruction Initiative in New York State
June Board of Regents Meeting
June 10, 2024*

Overview of The Path Forward Initiative

Goal

The Hunt Institute's Path Forward initiative supports states in transforming literacy instruction by embedding the science of reading into educator preparation programs and certification.

Launch

The New York State Education Department and Literacy Academy Collective (LAC) launched the initiative in New York State in October 2023.

Action Plan

The New York State Path Forward team collaborated on the development of a draft action plan that outlines activities to achieve the above goal.

Literacy Academy Collective

SCHOOL MODEL DEVELOPMENT

Model development, documentation, and support

- South Bronx Literacy Academy (Fall 2023)
- Central Brooklyn Literacy Academy (2025 or 2026)
- NYC District 1 Afterschool Program
- Summer Practicum

TEACHER PREPARATION AND PRACTICUM SITES

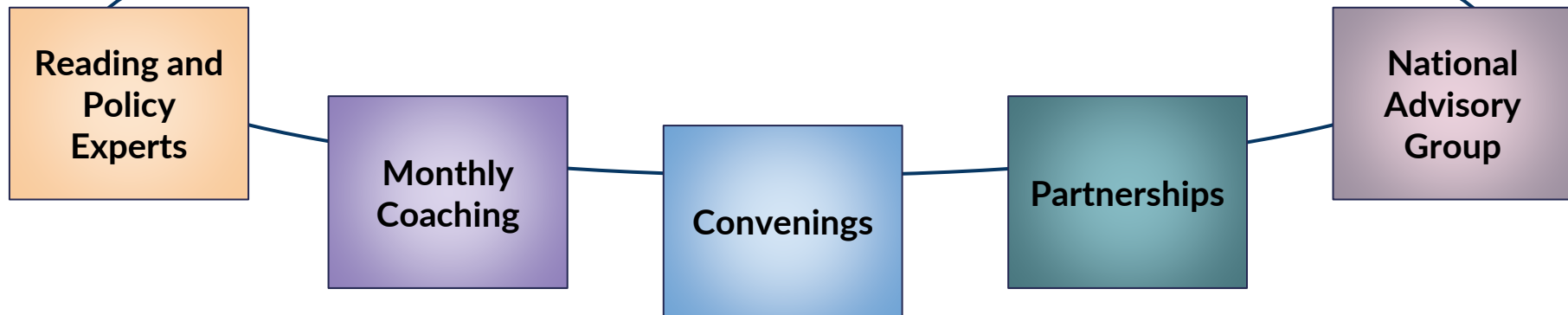
Expand our teacher preparation practicum model to additional sites that will also allow teachers to serve a greater number of students.

COMMUNITY ENGAGEMENT

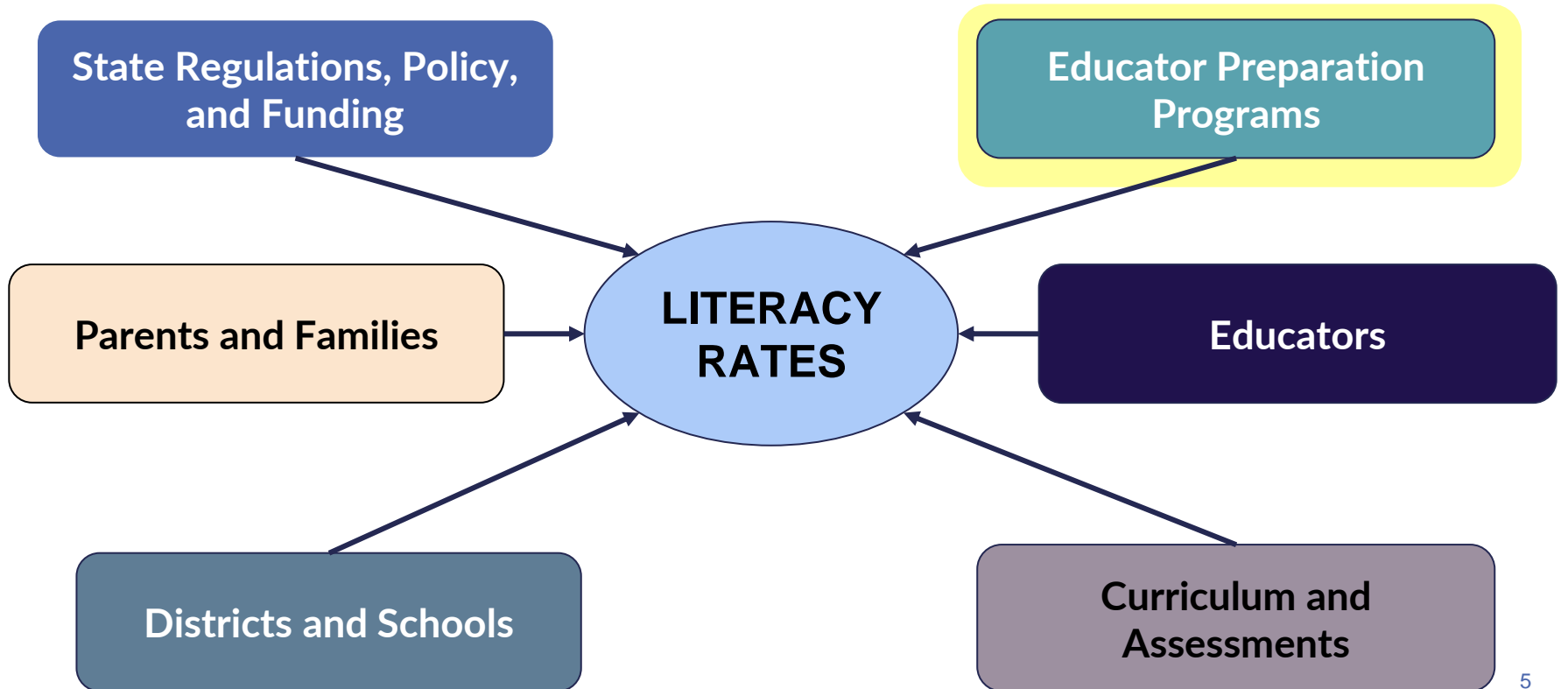
Engage higher education, parents, teachers, and community members and lay the groundwork for lasting support.



Support for The Path Forward



A Focus on Educator Preparation



A Three-Year Investment in New York State



Leadership Team

Dr. Betty A. Rosa	Commissioner of Education & President of the University of the State of New York
Dr. Lester W. Young, Jr.	Chancellor, New York State Board of Regents, University of the State of New York
Dr. John B. King, Jr.	Chancellor, State University of New York (SUNY)
Dr. Félix V. Matos Rodríguez	Chancellor, The City University of New York (CUNY)
Lola Brabham	President, Commission on Independent Colleges and Universities (CICU)
Maria Fernandez	Deputy Secretary for Education, Office of Governor Kathy Hochul
David C. Banks	Chancellor, New York City Public Schools

Facilitators

Ruth Genn	Executive Director, Literacy Academy Collective (LAC)
Emily Hellstrom	Director of External Affairs, LAC
Naomi Peña	Director of Community Engagement, LAC
Josh Thomases	Founder and Chief Executive, IP ²
Megan Benay	Consultant, IP ²
Ann Clark	State Team Coach, The Hunt Institute

The Path Forward Steering Committee

Institutions of Higher Education

- **CUNY**
 - Dr. Katie Pace Miles
 - Dr. Ashleigh Thompson
- **SUNY**
 - Ian Rosenblum
 - Dr. John Z. Strong
- **CICU**
 - Dr. Mayme Hostetter
 - Claire Miller

Government

- **Board of Regents**
 - Dr. Lester W. Young, Jr.
 - Judith J. Chin
- **Governor's Office**
 - Maria Fernandez
- **Legislature**
 - JoAnne Simon
- **NYSED**
 - Dr. Betty A. Rosa
 - Dr. Santosha Oliver
 - Dr. Laura Glass

District & Community

- **BOCES/District**
 - April E. Poprilo
 - Daniel Weisberg
- **Community**
 - Ruth Genn
 - Dr. Meisha Porter

Diverse Group of 55 Working Group Members

P-20 Partnerships

Charge: Identifying, supporting, documenting, and fundraising to build effective partnerships between districts and educator preparation programs (EPPs).

Educator Preparation

Charge: Ensuring that NYS teacher candidates and certified teachers are equipped to provide effective reading instruction to students using evidence-based practices aligned with the science of reading.

Faculty Professional Learning

Charge: Planning how to best partner with and support EPPs to integrate the science of reading into their coursework and practicum.

Desired State

A consistent, coherent, and comprehensive integration of culturally responsive, evidence-based literacy instruction (Science of Reading) within educator preparation programs (EPPs) that consistently addresses the six core components of structured literacy – within the CR-SE framework – across coursework, assessments, and practicum experiences in five program areas:

**Early Childhood
Education
(Birth-Grade 2)**

**Childhood
Education
(Grades 1-6)**

Literacy

**Students with
Disabilities**

**English to
Speakers of
Other Languages
(ESOL)**

Science of Reading – NYSED Definition

PRINCIPLES OF STRUCTURED LITERACY INSTRUCTION

1 Systemic and Cumulative

The reading process is broken down into skills that are introduced systematically and in a logical sequence.

2 Explicit and Direct

Instruction is clear; students are not expected to make assumptions. Teachers provide clear examples.

3 Responsive and Authentic

Learning pathways are personalized, differentiated, culturally and linguistically relevant, and context-based.

Science of Reading – NYSED Definition

The “Big 6” Skills and Competencies: The Science of Reading highlights the key skills and competencies that support effective reading and writing.

Vocabulary

A student’s internal dictionary, it is composed of words and their meanings.

Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate.

Oral Language

Includes speaking and listening, providing the foundation for written language.



Phonological Awareness

An awareness of speech sounds, whereas phonemic awareness is the ability to identify and manipulate sounds.

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds.

Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts.

Action Area 1: Align Program Requirements with the Science of Reading (SoR)



Create a NYS Educator Preparation Program (EPP) SoR framework and program review guide



Ensure EPP literacy coursework and clinical experience requirements are aligned with SoR



Ensure relevant NYS certification exams are aligned with SoR

Action Area 2: Review Programs



Refine and improve
NYSED's program
review process related
to literacy
requirements and SoR



Establish a public EPP
data dashboard that
includes metrics
connected to literacy
instruction

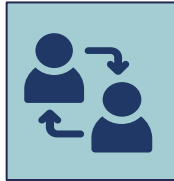
Action Area 3: Secure Funding

LAC and IP² will partner with the Governor's Office, SUNY, CUNY, and CICU to raise public and private dollars to accelerate our efforts in the following action areas:

- Action Area 4 (Engage Faculty)
- Action Area 5 (Promote P-20 Partnerships)
- Action Area 6 (Study the Activities in the Action Plan)



Action Area 4: Engage Faculty

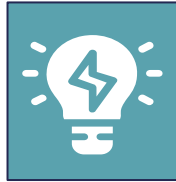


Incentivize, encourage, and support IHE and EPP leadership and faculty through grants



Recognize and highlight effective practices in integrating SoR into EPPs

Action Area 5: Promote P-20 Partnerships



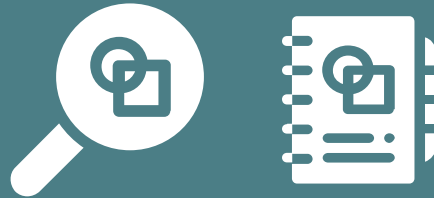
Incentivize local learning partnerships between EPPs and districts/BOCES through grants



Recognize and highlight effective practices in evidence-based literacy instruction in partnerships

Action Area 6: Study the Activities in the Action Plan

With the support of LAC, IP², and the Steering Committee, a third-party research organization will conduct a multi-year study of the activities outlined in the action plan, resulting in a published implementation and impact report.



Timeline and Process

- Attend the Hunt Institute Convening
- Finalize the State Action Plan

Summer 2024

- Finalize policy activities
- Launch RFPs and award grants
- Research and document

2025-2026

2024-2025

- Engage in policy activities
- Fundraise
- Prepare to launch RFPs for grants (contingent on fundraising)

2026-2028

- Continue grant projects
- Study for improvement
- Celebrate and elevate effective practice