



COLORADO
Department of Education

Welcome to the READ Plan Working Group

August 5, 2019

Our Process



How RPWG is making a difference?



- Guidance and Resources
 - Developed webinars and training for School Readiness and READ Plans for (fall 2019)
 - Updated guidance for English Language Learners
 - Revision of content on CDE Literacy page (completion by September 2019)
- CDE Consultant Support
 - Regional consultants making efforts to increase presence in districts and improve communication
 - Increasing PD offered by Amplify and Istation.
 - Coordinated support for Early Literacy Grant and Early Literacy Assessment Tool
- Team review of all comments (fall 2019) to provide additional support
 - READ Act 101 (to include EL and collecting a body of evidence)

Technical Assistance

- Can we see a timeline of new changes to the READ Act?
 - We will produce one and place it on our website (September 2019)
- What is the state doing to support English Learners separate from the READ Act? Support for combining READ Plans and English Learner support.
 - Our team will work with EL and identify online opportunities for learning and guidance (READ Act 101)
- Which districts in CO require formal plans for English Learners?
 - We will get clarity on this question
- How is professional development included in the READ Plan?
 - Professional development is not included in the READ Plan

Technical assistance continued

- How do we get students from SRD in K-3 to proficient readers in 4th?
 - Provide evidence based first instruction and programming based on need. Use data to inform instruction. This is what the READ Act sets to accomplish.
- How do we support students beyond 3rd grade?
 - CDE is working on this and hopes to identify ways to support districts.
- How does an educator know if a student has dyslexia from a diagnostic assessment?
 - There needs to be a body of evidence. There may not one data point to answer this question.

Next steps

- Provide clarification on the recommendation process
- How can we ensure that our recommendations are implemented?
- What is the process to solicit support from the larger stakeholder community (public comment, review period with amendments etc.)?
- How will the final report address the question that was raised regarding enforcing the READ Plan quality and monitoring of READ Plans?

Revise Recommendations (2 Rounds)

Self-select into a small group. (Can be a group you were part of before or you can a new group).

In small groups:

1. Discuss CDE feedback and your individual homework responses.
2. Refine recommendations based on feedback/ideas.
3. Post your revised recommendation on flip chart paper.

Review Recommendations of Other Groups

TASK: As a small group, find a draft recommendation (not your own), review/discuss it, and write down ideas/suggestions. Facilitators will tell you when to rotate to the next station.

When reviewing, consider the following:

- Does the recommendation adequately address the feedback provided by CDE?
- Does it meet the criteria for a good recommendation?



Refine Recommendations



In your group, review feedback and write final recommendation on card stock.

If you finish before other groups, feel free to join another conversation.

Thank you

