



Bureau of Special Education

Back-to-School Meeting

Connecticut State Department of Education | September 18, 2019

Important Opportunities from the CSDE Turnaround Office

CSDE Evidence-Based Practice Guides

The CSDE continues to develop and identify leading practices that research suggests will increase the likelihood of improved student outcomes. The practices found in the CSDE Evidence-Based Practice Guides are aligned to local, state, and federal long-term education goals.

The CSDE Evidence-Based Practice Guides are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds.

Every Student Succeeds Act (ESSA) emphasizes the use of evidence-based activities, strategies and interventions (collectively referred to as “interventions”) and defines evidence-based interventions as being supported by one of the following “tiers” of evidence: strong evidence, moderate evidence, promising evidence and evidence that demonstrates a rationale.

The CSDE is committed to expanding the collection to include other topics and updating the guides as local and state stakeholders require and as the field of research grows.

The following resources are available on the CSDE website:

- Climate and Culture
- Early Learning
- English Language Proficiency
- Mathematics
- Reading
- On-Track Graduation
- Student/Family/Community Engagement

To learn more and to download the practice guides, please visit

<http://portal.ct.gov/SDE-EvidenceBasedPracticeGuides>



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Pathways to Success for English Learners

This series of free online modules is focused on enhancing academic outcomes for English learners (ELs) by increasing the capacity of school and district professionals to effectively meet the needs of ELs through research-based and effective practices and strategies and adherence to federal and state policies. These online modules, developed by the CT EL Strategic Partnership, consists of a video presentation and access to useful resources for teachers. These professional learning opportunities are funded through Title III statewide activities funds. The online modules include the following topics:

- Designing Accessible Learning Experiences for English Learners in Secondary Classrooms
- Digging to the Core: Respectful Tasks and Texts for English Learners in Secondary Classrooms
- Effective Pedagogy for English Learners: Theory vs. Practice
- Processes and Procedures for Identifying English Learners
- Scaffolding to Support English Language Development
- Teaching Oral Language Development & Foundational Reading Skills for English Learners

To learn more and for registration information, please visit

<https://www.aces.org/services/professional-learning/pathways-to-success-for-english-learners>