



THE PATH FORWARD

*2025 NYSATE/NYACTE Annual Fall Conference
October 30, 2025*



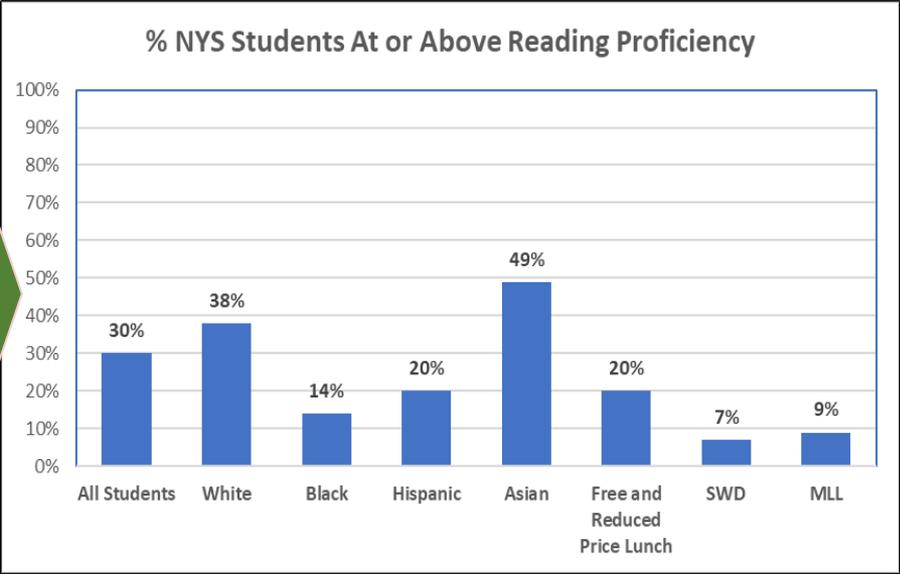
Literacy
Academy
Collective



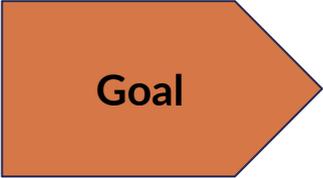
New York State is Facing a Literacy Crisis

95%
of students can
learn to read
with the right
instruction...

But only
30%
of NYS students are
reading at or above
proficiency



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 an Action Plan that outlines activities to achieve the above goal.

New York Team Structure



NYS Action Plan: Desired State

A consistent, coherent, and comprehensive integration of **culturally responsive, evidence-based literacy instruction grounded in the science of reading** within EPPs that emphasizes the importance of structured literacy and develops the six core competencies – within NYSED’s Culturally Responsive-Sustaining Education 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)

NYS Path Forward Action Plan: Six Areas for Implementation



Action Area 1: Align program requirements and certification exams with culturally responsive, evidence-based practices that are grounded in the science of reading



Action Area 4: Incentivize, encourage, and support IHE and EPP leadership and faculty through grants for EPP redesign



Action Area 2: Refine and improve NYSED's program review process and create a publicly available data dashboard



Action Area 5: Incentivize local learning partnerships between EPPs and districts/BOCES through grants for EPP-District collaborations



Action Area 3: Partner with the Governor's Office, SUNY, CUNY, and CICU to raise public and private dollars to accelerate The Path Forward efforts



Action Area 6: Study the activities in the Action Plan and establish an information sharing system

Updates on Action Areas 1 & 2

Progress on Action Areas 1 & 2



Action Area 1: Align program requirements and certification exams with culturally responsive, evidence-based practices that are grounded in the science of reading



Action Area 2: Refine and improve NYSED's program review process and create a publicly available data dashboard

Framework & Baseline Reflection



Developed and collected data

Regulation Alignment



Analyzing baseline data

Certification Exam Alignment



Developed a plan

Program Review



New staff

Corrective Action Plan (CAP)



Revised process

Data Dashboard



On track for next year

Action Area 1:

Baseline Reflection Analysis

The Baseline Reflection: Background

The Baseline Reflection was designed to help EPPs reflect on their current alignment to the NYS Science of Reading Framework for Educator Preparation

- **Pedagogical Content** (Big 6, writing, structured literacy, CRSE) - 37 questions
- **Instructional Planning** (Design, assessment, strategies) - 6 questions
- **Teaching Practice** (Meeting diverse student needs, interactive tools) - 4 questions
- **Program Integration** (Integration of SoR in curriculum, TPA, professional learning, K12 collaboration, continuous improvement) - 16 questions

The Baseline Reflection: Ratings

The first three parts of the survey asked respondents to rate themselves on a 0 to 4 scale, focused on the depth of work modeled on Bloom's taxonomy:

- Level 0 - The program does not cover this topic.
- Level 1 - Recall/Recognize: introduces basic concepts, but there is limited application or reinforcement.
- Level 2 - Integrate: includes assignments that require candidates to demonstrate understanding of a concept or skill.
- Level 3 - Strategize: provides opportunities for candidates to strategically use their knowledge and apply it in varied contexts... with consistent support and feedback.
- Level 4 - Apply: comprehensive opportunities for candidates to address, explain, or respond to a real-world scenario or situation

High Baseline Reflection Response Rate

85% EPP response rate!

- 67/79 institutions completed the Baseline Reflection survey
- 216 total surveys completed
- Average of 3 completed surveys per institution

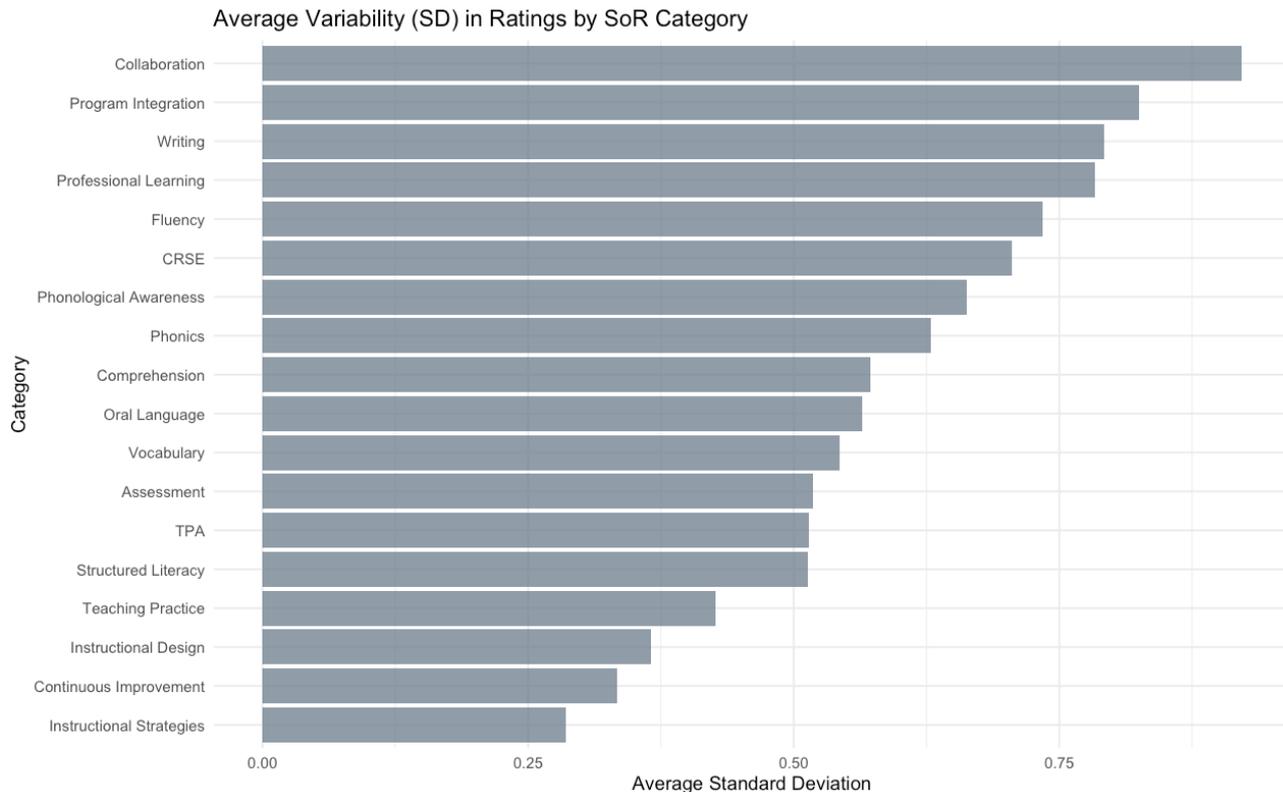
EPPs shared that going through the process sparked reflective conversation, interest, and excitement.

Note: Only 79 of the 86 EPPs in NYS have at least one of the five certification areas that are the focus of the NYS Path Forward initiative.

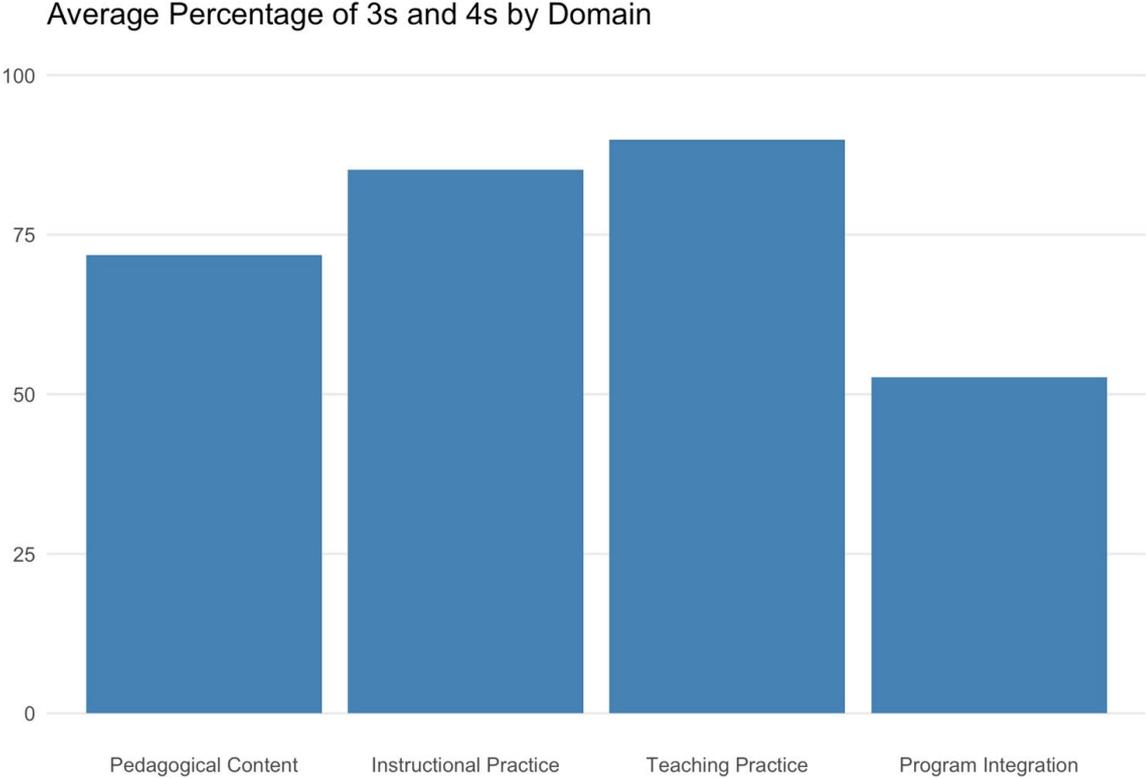
Baseline Reflection results show variability across EPPs in implementing key components of the science of reading

“... the NYS education ecosystem is currently not structured to ensure that all EPPs in NYS consistently and thoroughly incorporate the core components of culturally responsive, evidence-based literacy instruction grounded in the Science of Reading (SoR) within and across their programming, including coursework, assessment, continuing education, and practicum opportunities.”

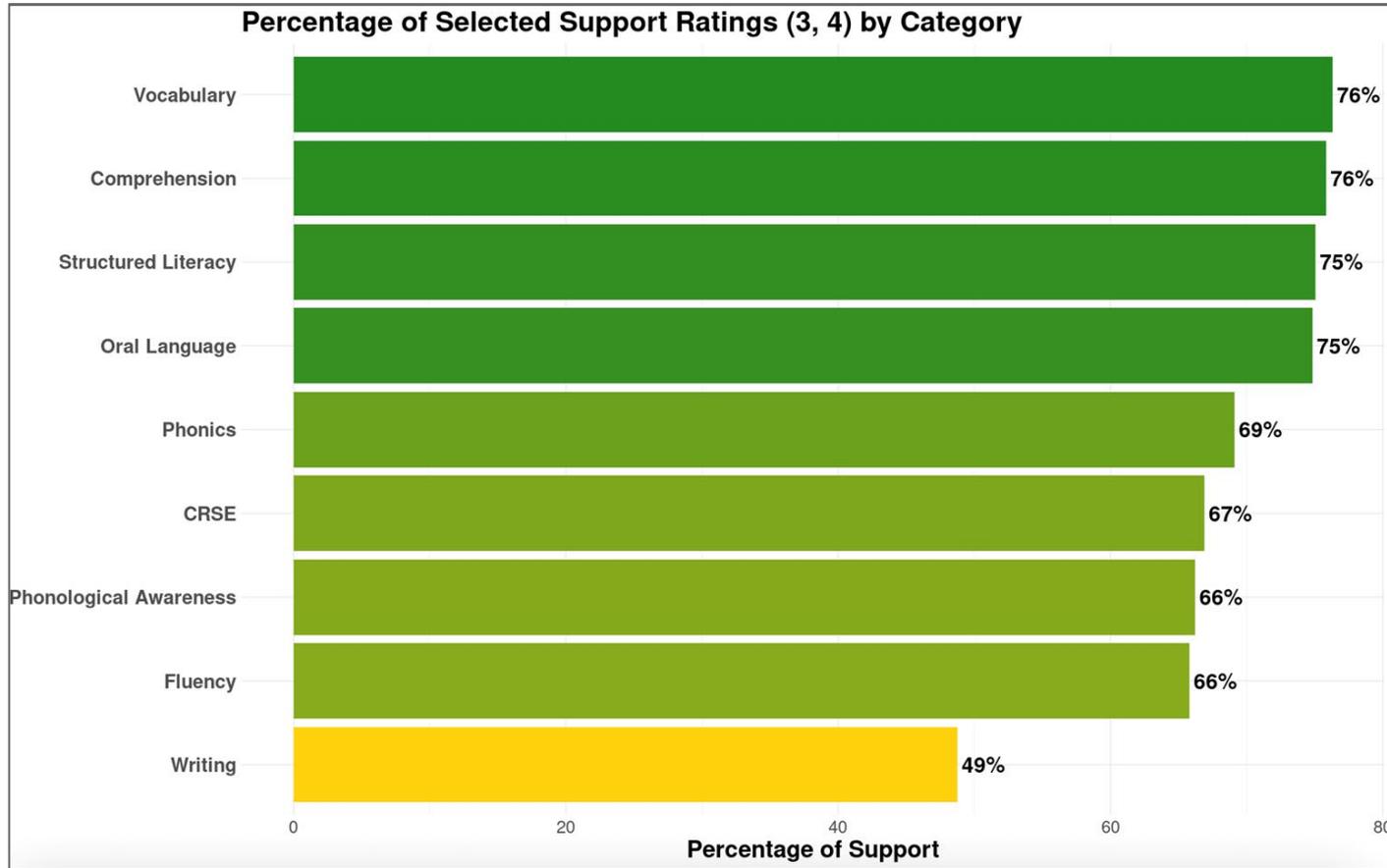
- NYS Action Plan: The Path Forward, pp. 5-6



EPPs rated themselves highest on Teaching Practice and lowest on Program Integration



Ratings showed a wide range of practices in the teaching of the science of reading



Ratings were lower for *application of knowledge* related to some key elements of instruction for struggling readers

Only 1/3 to 2/3 of EPPs indicated that they teach the following skills so that candidates are asked to apply it in the classroom.

- The importance of including oral language interventions in helping striving students with listening comprehension.
- Irregular words in small increments using special techniques.
- The role of syntax in listening and reading comprehension.
- The role of assistive technology for students with serious limitations in reading fluency and written expression.
- The major skill domains that contribute to written expression.

EPPs reported engaging more around environmental and cultural factors than cognitive and linguistic factors

CRSE Questions: To what extent does your program focus on supporting candidate knowledge, understanding, and ability to put into practice the following critical tasks?

- Knowledge of and ability to identify (and explain how) environmental, cultural, and social factors contribute to literacy development
 - **86% of EPPs said that they teach this to the level of strategizing how to use it in the classroom.**
- Knowledge of and ability to explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
 - **60% of EPPs said that they teach this to the level of strategizing how to use it in the classroom.**
- The most common intrinsic differences between good and striving readers (i.e., linguistic, cognitive, and neurobiological).
 - **55% of EPPs said that they teach this to the level of strategizing how to use it in the classroom.**

Ratings on structures that could support the integration of the science of reading varied

TPA SoR integration:

- 31% of programs have science of reading as “a required element”

Faculty collaboration

- 32% of programs “never or only every 2-3 years” have faculty meet who are teaching the same course content to ensure alignment and common practices

Clinical experience, familiarity with school curriculum, and training for mentors

- 41% of programs “never or only every 3-5 years” audit clinical experiences to ensure alignment with SoR
- 53% of programs say that school based educators receive insufficient “evidence-based training focused on supporting candidates in implementing SoR practices”

Analysis of qualitative answers provides guidance for the work ahead for EPPs and The Path Forward initiative

Professional Learning

Programs identified the need for more faculty training, resources, and support to implement SoR effectively

- *"Faculty need significant PD in SoR to support their instruction and course alignment."*
- *"We would like to include professional development on SoR principles for all faculty to deepen application across the EPP."*
- *"We would benefit from receiving access to free demonstration videos of ways that SoR is implemented in culturally and linguistically diverse groups."*

Stronger School Partnerships

Programs identified the need for better alignment with their K-12 partners

- *"We need to continue establishing partnerships with LEAs to collaborate around professional learning and expectations of teacher candidates."*
- *"One significant challenge is organizing field placements where schools are implementing the science of reading in their curriculum."*
- *"We need access to many more literacy programs that schools are using to teach reading and writing."*

Analysis of qualitative answers provides guidance for where EPPs are looking for additional support

Systematic Program Improvement

Programs identified the need for better processes to review and align their syllabi/coursework with SoR

- *"We need to develop a rubric to evaluate syllabi and conduct regular audits of clinical experiences to ensure our students are getting experiences with SoR practices."*
- *"We would like to develop a scope and sequence of SoR implementation across program courses to ensure effective spiraling of the SoR curriculum."*

Course Integration of SoR

Programs identified the need to better integrate SoR principles across all courses

- *"More SoR content can be incorporated in non-literacy courses."*
- *"We need to offer more explicit instruction in some of the courses in the specialization programs."*

Support for Diverse Learners

Programs identified the need to better address literacy needs for diverse populations

- *"More interrogation of what the SoR means for students with significant intellectual disabilities."*
- *"The SoR needs to address how universal screening assessments are going to assess the assets that ML students bring to their home languages."*

Other analyses did not provide further insight

There was minimal correlation between:

- Local district performance on ELA tests and EPP self-assessment
- Identity characteristics of the local community and CRSE responses
- NCTQ ratings and EPP self-assessment

EPP self-assessment responses did not differ radically based on:

- SUNY vs. CUNY vs. CICU EPPs
- Size of EPPs
- NYC vs. the rest of state

There were minor differences between the five certification areas:

- The Literary Certification programs generally self-assessed at a higher level, as expected
- The other four certification area responses ranged within institutions

Action Areas 3-6: EPP Pilot Launch and Knowledge Sharing

Progress on Action Areas 3-6



Action Area 3: Partner with the Governor's Office, SUNY, CUNY, and CICU to raise public and private dollars to accelerate The Path Forward efforts

Raise private dollars



\$5.86M raised

Raise public dollars



Dedicated program review staff



Action Areas 4 and 5: Incentivize, encourage, and support IHE and EPP leadership and faculty and EPP-district collaborations through grants for EPP redesign

11 pilot sites launching



Discussion today

EPP - District tutoring partnerships launching



Discussion today



Action Area 6: Study the activities in the Action Plan and establish an information sharing system

Rockefeller Institute engaged



Formal role TBD

Statewide knowledge sharing launching



Discussion today

Philanthropic investments will accelerate and expand the efforts of EPPs to meet new expectations for literacy instruction.

To date we have raised ~\$5.85M to support the work at 11 Pilot EPPs

Action Area 4: Engage EPP Leadership and Faculty

EPP/ Community College	TA Provider
SUNY Buffalo State University	The Reading League
SUNY Plattsburgh	The Reading League
SUNY Oswego	The Reading League
CUNY York College	The Reading League
CUNY Queens College	Deans For Impact
CUNY Hunter College	Deans For Impact
CUNY LaGuardia Community College	Deans For Impact
CUNY Queensborough Community College	Deans For Impact
CICU St. Francis College	The Reading League
CICU Niagara University	The Reading League
CICU Touro University	Deans for Impact

Action Area 4: Pilot EPPs are launching their review and revision process

Core Activities Facilitated by SoR TA Provider

- Collaborate with EPP Teams to Audit/Do In-depth Diagnostic of Program Courses
 - Aligned to the NYS EPP SoR Framework
 - Input from candidates and district partners
- Regular Coaching Calls and Professional Development
 - With EPP teams and individual faculty for SoR knowledge building, course/clinical experience redesign, and data/reviews
- Annual Cohort Convenings
 - 1-2 convenings per year for shared learning and troubleshooting for all pilot EPPs
- Site Visits
 - 1-2 visits per year to observe EPP coursework and K-12 partner schools
- Evaluation
 - Pre-Post assessments each semester to inform continuous improvement
 - End of grant external review

2-year Timeline

- **Summer 2025:** TA Providers Selected
 - Preliminary planning with TA Provider and EPPs
- **Fall 2025:** EPP and faculty engagement
 - Visit classrooms and meet with faculty
 - Establish local needs/goals and plan
- **Fall 2025-Summer 2026:** Implementation of EPP-based efforts to integrate SoR
 - Review and revision of coursework
- **Fall 2026-Spring 2027:** Pilot implementation and monitoring of new syllabi, modules & assessments
 - Ongoing refinement and improvement
- **Summer 2027:** End of grant external review

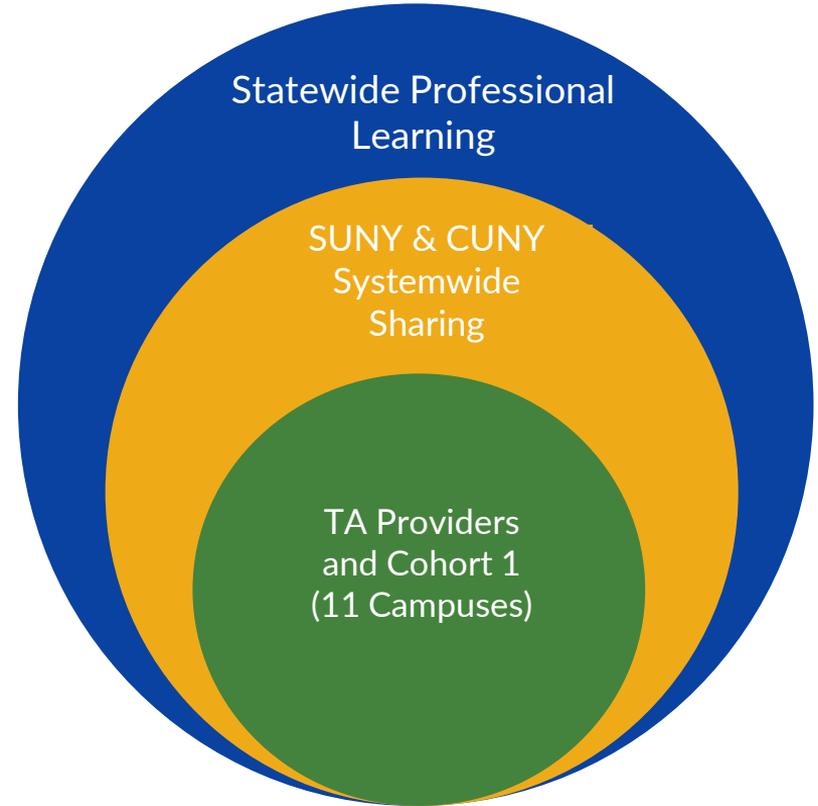
Action Area 5: Promote P-20 partnerships

EPP Pilots Partnering with Districts as They Look at Restructuring

- Based on EPP responses to the baseline survey, District partnership was elevated as a priority area of work, particularly in high needs schools and districts
- TA providers are working closely with the pilot EPPs to identify local exemplars of high quality K-12 practice in teaching the science of reading.
- [CUNY Reading Fellows](#)
 - *Currently Engaged:* Brooklyn College, Queens College, LaGuardia CC, Queensborough CC, BMCC
 - *Exploring:* Lehman College
- [The Reading Institute](#)
 - *Currently Engaged:* SUNY Buffalo State, SUNY Potsdam, Canisius University, Iona University, Manhattanville College
 - *Exploring:* SUNY Plattsburgh, SUNY Oswego, SUNY Geneseo, SUNY Old Westbury, Niagara University, St. Francis

Action Area 6: Establish a Knowledge Sharing System

- LAC is coordinating statewide professional learning with support from The Reading League
 - Statewide Community of Practice launched on October 3
- SUNY and CUNY each have systemwide work
 - CUNY and SUNY will provide PD to all EPPs and hold annual conferences
- DFI and TRL will partner with LAC on cohort-wide work



Questions?

For more information, contact Ruth Genn of Literacy Academy Collective:
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Information about the NYS Path Forward Initiative is available at:
www.nysed.gov/teacher-leader-development/new-york-state-path-forward-initiative

