



Advisory Council on Literacy

November 29, 2023, 3:00 p.m. – 5:00 p.m.

AGENDA

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456
Conference ID: 104 670 676#

[No. 28. An act relating to improving prekindergarten through grade 12 literacy within the State.](#)

Members: Gwen Carmolli, Vermont Curriculum Leaders Association, Chair; Emily Leute, Agency of Education; Bill Clark, Standards Board for Professional Educators; Bev Davis, Associate Executive Director, Vermont Superintendents Association; Darren McIntyre, Vermont Council of Special Education Administrators; Beth O'Brien, Vermont Principals' Association, Vice Chair; Don Tinney, Vermont National Education Association; Catherine Campbell, Maple Run School District; Jennifer Farnsworth, Essex-Westford Educational Community Unified Union School District; Susan Koch, Montpelier Roxbury School District; Cynthia Gardner-Morse, Community Member; Ana Russo, Vermont Agency of Education; Amy McMullen, Vermont School Boards Association; Susan Gray, Vermont Independent Schools Association; Michael Flannagan, Maple Run School District; Charley Gunkel, Montpelier High School

AGENDA		Meeting Link
<p>MEETING GOALS:</p> <ul style="list-style-type: none"> ● Review the recommendations for the statewide report ● Hear updates on AOE resources 	<p>Attendees:</p> <p>Chair: Gwen Carmolli</p> <p>Note Taker: To be determined at meeting</p> <p>Date & Time: November 29, 3:00-5:00</p> <p>Format: Online meeting</p>	
<p>NORMS</p> <ul style="list-style-type: none"> ● Listen thoughtfully & assume positive intentions ● Ground statements in evidence ● Stick to the protocol ● Begin & end on time 	<p>DECISION MAKING PROCESS</p> <ul style="list-style-type: none"> ● Gather Information & Input ● Deliberate ● Prioritize ● Vote 	

TIME	MINUTES	ACTIVITIES & NOTES
3:00	30	<p>Council Work:</p> <ul style="list-style-type: none"> ● Welcome & Updates ● Select notetaker ● Roll Call & share - Name, role, and share 2 evidence-based instructional practice from the lists below that your organization or you use for literacy instruction or learning - 1 from foundational skills and 1 from comprehension

3:30	5	Approve Meeting Minutes - October DRAFT Minutes (Motion & Vote)
3:35	10	Public Comment (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you!
3:45	20	AOE Updates (AOE Representative)
4:05	45	Our Work (Gwen & Council) <ul style="list-style-type: none"> ● Review & discuss evidence-based instructional practices (Gwen) ● Review recommendations for upcoming report - selected by the Council last spring (see information on back of agenda)
4:50	10	Wrap Up

Evidence-based instructional practices from IES Practice Guides for K-3
Directions: Select 1 from each list that you use for instruction or learning

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

[Improving Reading Comprehension in Kindergarten Through Third Grade](#)

1. Teach students how to use reading comprehension strategies.
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.
3. Guide students through focused, high-quality discussion on the meaning of text.
4. Select texts purposefully to support comprehension development.
5. Establish an engaging and motivating context in which to teach reading comprehension.

Blueprint Priority Recommendations

The Advisory Council on Literacy reviewed the thirty-three state recommendations from the early literacy blueprint,

[A Blueprint for Early Literacy Comprehensive System of Services PreK Through Third Grade](#), and selected the highest priority recommendations to support improving literacy achievement for Vermont students.

The council recommends the following to prioritize funding, training and resources toward improvement efforts:

- Develop strategies to address turnover, recruiting, and retention
- Specify a core of required curriculum and instructional expectations that are

implemented in all schools statewide

- *Ensure any mandate for instruction, curriculum, or assessment is made with a strategy for funding (no unfunded mandates)*
- *Select valid and reliable assessments for the purpose of statewide assessment, including kindergarten readiness assessments, formative assessments, and required grade-level accountability testing*
- *Support institutions of higher education to train an adequate number of early educators to ensure all children have access to highly prepared teachers*
- *Identify and recognize evidence-based programs aligned with ESSA requirements*
- *Curate a database of literacy materials that reflect cultural and linguistic diversity. Literacy resources reflect the breadth and depth of diversity*