Advisory Council on Literacy
March 27, 2024, 3:00 p.m. – 5:00 p.m.

Draft Meeting Minutes

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456
Conference ID: 766 357 52#

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

DRAFT Minutes - notes highlighted in orange

AGENDA	Meeting Link
MEETING GOALS: ● Hear literacy updates ● Hear input on data collection	**Attendees:** **Chair:** Gwen Carmolli **Note Taker:** AOE Representative **Date & Time:** March 27, 3:00-5:00 **Format:** Online meeting
NORMS ● Listen thoughtfully & assume positive intentions ● Ground statements in evidence ● Stick to the protocol ● Begin & end on time	**DECISION MAKING PROCESS** ● Gather Information & Input ● Deliberate ● Prioritize ● Vote

TIME	MINUTES	ACTIVITIES & NOTES

3:00	20	**Council Work:** ● Welcome & Updates ● Select notetaker ● Roll Call & share - Name, role, and share a way you see progress in a literacy assessment (ex. Improvement in score/s, growth in skills) Minutes:: Members present: Emily Leute, Bev Davis, Susan Gray, Donald Tinney, Gwen Carmolli, Catherine Campbell, Susan Koch, Cynthia Gardner-Morse, Michael Flanagan, Charley Gunkel & Ana Russo Meeting began at 3:06 and ended at 5:00 Members shared ways they use data and progress within their planning.
3:20	40	**Updates** (Gwen & AOE Representative) ● AOE updates & VTCAP Answers ● Literacy Bill S.204 Overview Minutes:: Representatives provided updates from the Agency of Education (AOE) - Emily Lesh provided updates from the Agency of Education (AOE) on professional learning opportunities and grant funds for school systems. Pat Fitzsimmons from the AOE gave a brief update on proficiency based learning. Lori Dolezol gave an update on the Early Learning Network Improvement Community. Chair Carmolli provided an overview of the proposed Senate Education bill S.204. The bill includes sections on Findings, K-3 Grade Reading Assessments & Interventions, Parental Notification, Written Report on Screeners, Reading Instruction, Approved Independent Schools, Literacy Professional Learning, Results-Oriented Program Approval, Advisory Council on Litercy, Literacy Position (at AOE), & Report on Expanding Early Childhood Literacy Resources. The bill is now under consideration with the House Education committee.
4:00	40	**Data Collection/Assessment** (Gwen & Council) ● Review evidence-based recommendations ● Review data collection in literacy bill ● Share gathered input ● Discussion Minutes: Chair Carmolli reviewed evidence-based recommendations from research and the input from Council representatives. VPA, VTCLA, VSLA & VTNEA prefer to have school systems collect their own data. VSBA & Literacy Community prefer to have school systems share data

			(broad proficiency data) & screening information (name of screener). VSBA, VISA & VCSEA are still gathering information. There are questions about purpose of the data collection, connection of the data to instruction & decision making, consistency of data, capacity of systems (school & state), and logistics. The Council will take a vote on a recommendation for data collection at the May meeting.
4:40	5		**Approve Meeting Minutes - February DRAFT Minutes** (Motion & Vote) Minutes: Michael Flanagan made the motion. Don Tinney seconded the motion. No Discussion, the motion passed.
4:45	10		**Public Comment** (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you! Minutes: There were no public comments during the meeting. 3 questions were sent ahead. Mack Gardner Morse asked: Could the AOE include assessment resources from National Center for Improving Literacy (NCII)? Chair Carmolli reached out the AOE with the suggestion and the AOE included them in their online resources. Who are the AOE staff with literacy expertise? Emily Leute, English Language Arts Content Specialist Emily Lesh, Act 28 Project Manager Danielle Dupluis, Director of Assessment & Accountability Heather Willis-Doxsee, Director of Special Education Katie McCarthy, PK Early Education Specialist Cynthia Gardner-Morse asked for an update on the literacy professional learning modules. Emily Lesh provided an update during the AOE updates.
4:55	5		**Wrap Up** Minutes: Chair Carmolli previewed the topics for the last meeting - vote on a data collection recommendation & discussion of the continuatio of the Council.

		Chair Carmolli wrapped up the meeting thanked the Council for their input and discussion. The meeting adjourned at 5:00 p.m.

Evidence-Based Assessment Practices for K-3
Screening ● *Screen for potential reading problems at the beginning & middle of the year (IES Practice Guide - RTI)* ● *Use screening assessment to find students needing extra help, follow up with assessment & review of strengths & weaknesses to plan intervention (CEEDAR K-5 Reading)* ● *Use screening tools to determine which students are at risk for reading difficulties (Moats, 2020)* **Monitor Progress** ● *Regularly monitor the progress of students at risk (IES Practice Guide - RTI)* ● *Monitor the progress of tier 2 students at least once a month (IES Practice Guide - RTI)* ● *Use frequent ongoing assessment to provide information about instruction & effectiveness of the instruction (CEEDAR K-5)* **Outcome assessment** ● *Use outcome assessment to determine achievement of expected levels of performance*
Evidence-Based Instructional Practices from IES Practice Guides for K-3
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade ● *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.* ● *Develop awareness of the segments of sounds in speech and how they link to letters.* ● *Teach students to decode words, analyze word parts, and write and recognize words.* ● *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.*

Improving Reading Comprehension in Kindergarten Through Third Grade
- *Teach students how to use reading comprehension strategies.*
- *Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.*
- *Guide students through focused, high-quality discussion on the meaning of text.*
- *Select texts purposefully to support comprehension development.*
- *Establish an engaging and motivating context in which to teach reading comprehension.*

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
- *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.*
- *Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.*
- *Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.*
- *Monitor the progress of tier 2 students at least once a month.*
- *Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction.*

Evidence-Based Resources	
Research & Recommendations	National Reading Panel Florida Center for Reading Research CEEDAR Center Institute for Educational Sciences (IES) VT AOE Literacy webpage
Instructional Practices Resources	IES Practice Guides VT AOE Literacy webpage
Instructional Programs	IES What Works Clearinghouse (efficacy) Evidence for ESSA (efficacy) EdReports (alignment to standards & usability)

National Reading Panel
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Providing Reading Intervention for Students in Grades 4-9
Evidence-Based Reading Instruction for Grades K-5
What Works Clearinghouse

Evidence for ESSA
EdReports
Vermont Agency of Education - Literacy