Advisory Council on Literacy
May 1, 2024, 3:00 p.m. – 5:00 p.m.

Draft Meeting Minutes

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456
Conference ID: 260 433 790#

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 ● Vote on data collection & future Council work recommendations ● Wrap up Act 28 Council work	**Attendees: Emily Leute, Bev Davis, Mary Lundeen, Beth O'Brien, Susan Gray, Gwen Carmolli, Susan Koch, Jen Farnsworth, Cynthia Gardner-Morse, Charley Gunkel, Ana Russo** **Chair:** Gwen Carmolli **Note Taker:** TBD **Date & Time:** May 1, ~~3:00~~ 4:00-5:00 **Format:** Online meeting Notes: Meeting delayed until 4:00 to get quorum Meeting started at 4:04 and ended at 5:00
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	25	**Council Work:** ● Welcome & Updates ● Select notetaker ● Roll Call & share - Name, role, and share 1 thing you have learned about literacy in your time on the Council

			Notes:
			Chair Carmolli welcomed the Council and new member Mary Lundeen as representative for VCSEA
			Chair Carmolli offered take notes
			Members shared learnings
			    ● Shared common goals even with different viewpoints
			    ● Resources - PD modules, Alaska Playbook
			    ● Similarities in research and evidence
			    ● Reading instruction is an on-going process
			    ● Many pieces of literacy work (training, advocacy, resources) fit together
			    ● More in common than different
			    ● Large amount of work happening to improve learning for students
			    ● Sharing on ideas, research and resources

3:25	5		**Approve Meeting Minutes - DRAFT March Minutes** (Motion & Vote) **Notes:** Motion - Cynthia Gardner-Morse Second - Susan Koch No discussion, motion passed unanimously
3:30	10		**Public Comment** (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you! **Notes:** Dorinne Dorfman sent a document *A Roadmap for Teaching All Students to Read*. The document outlines 4 areas to implement in order to improve literacy outcomes: teacher preparation, student learning, targeted assessment, and equity. It discussed the need to act now, with 1 of 3 3rd graders reading on grade level and widening equity gaps. Chair Carmolli will send the document to Council members in the near future.

3:40	15		**Updates**
			    ● AOE literacy updates
			    ● Literacy Bill S.204 update
			
			Notes:
			Chair Carmolli provided an update of literacy related initiatives from the AOE and an overview of the literacy bill S.204. The bill is in final consideration with the House Education, with a possible vote this week. Cynthia Gardner-Morse attended the House Education work session and shared a brief summary of the work.

3:55	40		**Recommendations** (Discussion & Vote)
			    ● Review selections for data collection in literacy bill & Council input to date
			    ● Review selections for focus area for 2024-2025 Council work
			    ● Discussion
			    ● Vote to approve recommendations (see voting information below)
			    Question: Do you approve the Council's recommendations on data collocation & area of focus for 2024-2025 Council work?
			
			Notes:
			Chair Carmolli shared the outcome of the input on recommendations about data collection and a possible focus for the upcoming year.
			    Data Collection
			        67% selected No Data - SU/SDs collect & use their own data
			        22% selected Screening Data & Screening Informitaon - SU/SDs would share their screening data & name of screener/s
			        11% selected Screening Data - SU/SDs would share their screening data
			    Possible Focus for Council (if Council is continued)

4:35	15		**Celebrations & Accomplishments** (Discussion) ● Discuss highlights of Council work & statewide literacy work Chair Carmolli shared the collected comments about the Council's accomplishments & possible areas for future work for the Council to accomplish. There was widespread agreement that the Council raised awareness of the need, research, resources, and professional learning opportunities. Council members noted appreciation for the work the AOE is doing to provide resources and training to teachers across the state. Members hope to continue the Council. There was discussion about the number of meetings and tasks, with agreement that the tasks should fit the purpose, and be achievable within the allotted number of meetings.
4:50	10		**Wrap Up** Chair Carmolli and Council members shared appreciation for the efforts to increase literacy achievement.

Voting Process & Information:

- *Council members will send recommendations to Gwen by April 30th to be included in the May 1st meeting*
- At the May 1st meeting Council members will vote to approve the recommendations from the full Council on data collection & area of focus for 2024-2025 Council. Yes vote indicates approval of the Council's recommendations, No vote indicates disapproval of the recommendation.
- Roll call vote, majority indicating Council's approved recommendations on data collection & area of focus for the 2024-2025 Council
- Recommendations will be included in the final report to the General Assembly, State Board of Educaiton, and Agency of Educaton

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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.*