



Advisory Council on Literacy Meeting

November 29, 2023



Welcome

We are an advisory council with a focus on increasing literacy achievement & closing achievement gaps for all Vermont students



Updates

Norms

- Listen thoughtfully & assume positive intentions
- Ground statements in evidence
- Stick to the protocol
- Begin & end on time

Reminders

- Members represent themselves/their constituencies, chair represents the council's collaborative work and agreements
- Decisions are rooted in requirements & evidence-based resources
- Each member brings expertise & commitment to improve literacy outcomes for all students

Notetaker needed -
thank you!



Role Call & Share

Foundational Skills

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.*

Comprehension

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.*

ALL STUDENTS



IES K-3 Reading Practice Guides

Foundational Skills

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Tier 1

Comprehension

1. *Teach students how to use reading comprehension strategies.*
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5. *Establish an engaging and motivating context in which to teach reading comprehension.*

Tier 1

Struggling Readers: RTI & Multi-Tier Intervention

1. *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. (tier 1)*
2. *Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. (tier 1)*
3. *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. (tier 2)*
4. *Monitor the progress of tier 2 students at least once a month. (tier 2)*
5. *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 (tier 3).*



Public Comment

Please keep comments brief & respectful

Thank you for your comments!

~ 2 minutes is a general guideline to allow for several comments



NAEP

- Every other year, sample of students in grades 4, 8 & 12, given across US
- Assesses proficiency of Reading & Math

Reading Assessment Tasks

- Assess Literary & Informational text
- Use 2 different pieces of text with follow-up questions
- Questions ask students to locate/recall, integrate/interpret & critique/evaluate
- Question formats include selected response & constructed response

[Item Map](#)

[Sample Questions](#)

[Proficiency Levels](#)

[Vermont Results](#)



NAEP Proficiency Grade 4

When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP Proficient* level can likely

- determine the meaning of words using context from multiple sections of the text
- provide a reason why a particular detail is important to the story
- identify the key events to determine main idea and make complex inferences about the characters' actions, motivations, or feelings, using relevant evidence within or across texts
- describe the impact of a character's actions or explain how characters influence others
- recognize a text's structure and organization
- draw conclusions from single or multiple locations across a text and provide limited support from the text
- develop an opinion with relevant support from a text

When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the *NAEP Proficient* level can likely

- determine the relevant meaning of words with multiple meanings
- use a specific detail from the text to make inferences or provide a description or an explanation about text features
- provide an opinion with relevant support from the text
- restate a problem or solution presented in a single section of the text
- describe, explain, or draw conclusions about text structures (e.g., compare and contrast, cause and effect, sequence and order)
- integrate ideas across a text to determine purpose and main idea



Minutes

Motion
Second
Discussion
Approval

All in favor of approving the minute say **YES**

All opposed to approving the minutes say **NO**



Our Work this Year

Provide recommendations on services to school districts on the implementation of the statewide literacy plan

We did this by:

- Reviewing the statewide recommendations in the Blueprint & identifying those of highest priority to support implementation of the plan
- Aligning recommendations with requirements & evidence-based research of instructional practices



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](#)



2023 Report

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



The Council further recommends:

- **Continuing financial support for literacy efforts - funding for resources/information, training and materials**
- **Maintaining the additional literacy position at the AOE (currently the Act 28 Project Manager)**
- **Continuing the Advisory Council on Literacy**
- **Expanding the focus of the Advisory Council on Literacy to other aspects of literacy - adolescent literacy, instruction for English Language Learners & writing**



AOE Updates

Each council member is welcome to ask 1 clarifying question.

Additional questions may be sent to Gwen for follow-up information at an upcoming meeting



Wrap Up



Thank you!