



Advisory Council on Literacy

September 18, 2024, 3:00 p.m. – 5:00 p.m.

Draft Meeting Minutes

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456
Conference ID: 332 426 318#
[Click here to join the meeting](#)

No. 28. An act relating to improving prekindergarten through grade 12 literacy within the State.

Members: Gwen Carmolli, Vermont Curriculum Leaders Association, Chair; Emily Lesh, Agency of Education; Catherine Delneo, Vermont State Librarian; Bill Clark, Standards Board for Professional Educators; Bev Davis, Vermont Superintendents Association, Vermont Superintendents Association; Mary Lundeen, 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; Tonya Girouard, Mount Mansfield Unified Union School District; Cynthia Gardner-Morse, Community Member; Ana Russo, Vermont Agency of Education; Sandra Cameron, Vermont School Boards Association; Susan Gray, Vermont Independent Schools Association; Michael Flannagan, Community Member; Charley Gunkel, Community Member; Rommy Fuller, Higher Education Representative

DRAFT Meeting Minutes

AGENDA	Meeting Link
<p>MEETING GOALS:</p> <ul style="list-style-type: none"> ● Meet/greet members ● Hear literacy updates ● Build an understanding of Act 139 	<p>Attendees: Emily Lesh, Bil Clark, Bev Davis, Sandra Cameron, Susan Gray, Gwen Carmolli, Jennifer Farnsworth, Tonya Girouard, Charley Gunkel, Michael Flanagan, Cynthia Gardner-Morse, Ana Russo, Rommy Fuller, Catherine Delneo</p> <p>AOE: Secretary Saunders, Emily Leute, Suzanne Sprague</p> <p>Chair: Gwen Carmolli</p> <p>Note Taker: TBD</p> <p>Date & Time: September 18, 2024 3:00-5:00</p> <p><i>Meeting began at 3:04 and ended at 4:41</i></p>
<p>NORMS</p> <ul style="list-style-type: none"> ● Listen thoughtfully & assume positive intentions ● Ground statements in evidence ● Honor the agenda 	<p>DECISION MAKING PROCESS</p> <ul style="list-style-type: none"> ● Gather Information & Input ● Deliberate & prioritize ● Vote

TIME	MINUTES	ACTIVITIES & NOTES
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3:00	25	<p>Council Work:</p> <ul style="list-style-type: none"> ● Welcome & Updates ● Review norms ● Select notetaker ● Roll Call & share - Name, role, and share why increasing literacy achievement is important to VT students <p><i>Chair Carmolli welcomed the group, reviewed norms and moved to roll call. Members share the importance of literacy: critically important to all learners, important in grades beyond grade 3, choice, opportunity, engaging Vermont's workforce, capturing learning early, sense of efficacy, lifelong learning, equity issue, access and experience, building confidence.</i></p>
3:25	5	<p>Approve Meeting Minutes - DRAFT May Minutes (Motion & Vote)</p> <p><i>First - Sandra Cameron</i> <i>Second - Cynthia Gardner-Morse</i></p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> ● <i>Change the name of the VSBA representative to Sandra Cameron</i> ● <i>Update the role of the VSA representative</i> ● <i>Request to link an items sent to the Council - The document was sent ahead as a Public Comment and summarized during that section of the agenda. Chair Carmolli will review previous Public Comment decisions.</i> <p><i>Motion carried with changes to names and roles.</i></p>
3:30	10	<p>Public Comment</p> <p>Brief comment/s - up to 2 minutes, respectful - Thank you!</p> <p><i>There were no public comments</i></p>
3:40	50	<p>Literacy Updates</p> <ul style="list-style-type: none"> ● AOE literacy updates ● Act 139 overview & questions - each member may ask up to 1 clarifying question <p><i>Interim Secretary Saunders introduced the AOE team and shared highlights of the AOE's new literacy initiative, Read Vermont. Emily Leute and Emily Lesh provided an overview of Read Vermont and Act 139. The AOE team answered clarifying questions about Parental Notification (guidance expected soon, with support from NCIL), training and focus for learners beyond grade 3 (current literacy modules PD and planned PD will address adolescent literacy), facilitation guides for literacy modules (facilitation guides will be available soon), literacy module and RFP references (based on Act 28 recommendations, evidence-based resources).</i></p>
4:30	15	<p>Task</p> <ul style="list-style-type: none"> ● Introduce task (see process below) ● Questions - each member may ask 1 clarifying questions

		<p>Chair Carmolli shared the task, asking representative to gather input on the highest need in order to implement Act 139. Members will gather input and send 1 items per representative group to Chair Carmolli by November 22nd.</p> <p>Interim Secretary Saunders offered the support of the Agency in collecting information (members are welcome to reach out to the AOE for support), Michael Flannagan asked about his representative group (He serves as a community member representative)</p>
4:45	15	<p>Wrap Up</p> <p>Chair Carmolli thanked Interim Secretary Saunders, the AOE team, and the members of the Council for their efforts to improve literacy outcomes. Meeting ended at 4:41</p>

Task: Gather input on Act 139 implementation - What is the highest need we have in order to implement Act 139?

- Share Act 139 information with your group - slides will be sent to you following the meeting
- Gather input on the highest need your group has in order to implement Act 139 - use the method that works best for your organization (survey, in-person discussion, selection protocol, etc.)
- Send input to Gwen by November 22nd
- Input gathered will be discuss at the December meeting and given to the Agency of Education for consideration

Agreed Upon Evidence Practices & Resources

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 (CEEDAR K-5)

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](#)