



Advisory Council on Literacy
 May 10, 2023, 3:00 p.m. – 5:00 p.m.

DRAFT Meeting Minutes

Present: Gwen Carmolli, Vermont Curriculum Leaders Association, Chair; Susan Gray, Vermont Independent Schools Association; Cynthia Gardner-Morse, Community Member; Don Tinney, Vermont National Education Association; Emily Leute as a proxy for Interim Secretary Bouchey, Agency of Education; Ana Russo, Vermont Agency of Education; Beth O’Brien, Vermont Principals’ Association; Susan Koch, Montpelier Roxbury School District; Jennifer Farnsworth, Essex-Westford Educational Community Unified Union School District, Charley Gunkel, Montpelier High School

AOE: Suzanne Sprague, Meg Porcella, Lori Dolezal, Emily Lesh

AGENDA		Meeting Link
MEETING GOALS: <ul style="list-style-type: none"> • Develop priority statewide recommendations • Plan summer subcommittee work 	Attendees: Chair: Gwen Carmolli Note Taker: AOE Representative Time: May 10, 3:00-5:00 Format: Online meeting	
NORMS <ul style="list-style-type: none"> • Listen thoughtfully & assume positive intentions • Ground statements in evidence • Stick to the protocol • Begin & end on time 	DECISION MAKING PROCESS <ul style="list-style-type: none"> • Gather Information & Input • Deliberate • Prioritize • Vote 	

TIME	MINUTES	ACTIVITIES & NOTES
3:00	25	The meeting was called to order at 3:10 p.m. Council Work: <ul style="list-style-type: none"> • Welcome & Updates AOE announced 2 vendors for literacy projects: <ul style="list-style-type: none"> ○ Springboard Collaborative for summer/extended school small group instruction, coaching, and parent-engagement activities ○ Demonstrated Success for professional development and coaching for effective use of assessment data ○ Literacy professional development modules are on track for availability in the fall • Select notetaker - Gwen Carmolli will take notes, Cynthia Gardner-Morse will review

		<ul style="list-style-type: none"> Roll Call & share - Share 1 element of literacy instruction that is critically important to you and the group you representative Gwen Carmolli - Clear learner outcomes for each grade level Emily Leute - Literacy for all students Beth O'Brien - Professional learning and staffing Susan Gray - Include foundation skills Don Tinney - Reading for meaning and concern about developmentally inappropriate standards Susan Koch - Joy in reading Jen Farnsworth - Confidence for our readers Cynthia Gardner-Morse - Use RtI to catch students' needs as early as possible Charley Gunkel - Screening for reading difficulties/needs earlier than 3rd grade Ana Russo - Inclusivity
3:25	5	Approve Meeting Minutes - April Minutes (Motion & Vote) First - Cynthia Gardner-Morse Second - Susan Koch Discussion - Asked to replace "expectations" with "recommendations" in the notes. Group voted to keep wording: "Strong interest in clear expectations but people don't want a required curriculum dictated to them" Minutes approved as drafted
3:30	10	Public Comment (Hear) Brief comment/s - up to 2 minutes and respectful - Thank you! Community member Peggy McLenithan, Wilson Dyslexic Practitioner and instructor for CHSVT Department of Corrections, wrote with a concern about representation for the prison population who she hopes can be included in input. She was encouraged to reach out to one of the council's community representatives, Cynthia Gardner-Morse, Michael Flanagan, or Charley Gunkel. A community member representative asked about outreach and input process for community members. Questions should be directed to the chair, Gwen Carmolli.
3:40	40	Prioritizing Blueprint Statewide Recommendations <ul style="list-style-type: none"> Review gathered recommendations - each member is welcome to share highlights Input reflected: Don Tinney - Critical need for adequate staffing Susan Koch - Need for funding to continue this work Cynthia Gardner-Morse - <ul style="list-style-type: none"> Concern about taxes - per pupil expenses vs outcomes Need for pre- and in-service teacher training about research-based practices

		<ul style="list-style-type: none"> ○ Independent silent reading time is not helpful for struggling readers, though being read to builds vocabulary and foundational language ○ Some parents function at a basic level in reading themselves, thus cannot provide needed instructional support to their own children ○ Hope for focus on alignment of VELs standards to align with research ○ Screening, and valid and reliable assessment as part of Response to Intervention and Multi-Tiered System of Supports <p>Jen Farnham - Access and funding for resources, resources for adult support (staffing and professional development) Susan Gray - Higher education, training and professional development to be based on research</p> <ul style="list-style-type: none"> ● Identify recommendations with highest number of votes - these will be moved forward for summer review ● Discuss next steps (see summer subcommittee work) 						
4:20	20	<p>Summer Review & Plan Subcommittee Work Describe subcommittee work</p> <ul style="list-style-type: none"> ● Review prioritized recommendations against state requirements & evidence-based recommendations ● Gather resources for early literacy assessment recommendations (ex. CCNetwork State Policy Levers Improving Literacy) <p>Gwen Carmolli described summer work and invited up to 8 members to participate in a sub-committee - she will send out a survey later in May. Susan Koch, Susan Gray, Cynthia Gardner-Morse and Gwen Carmolli shared some thoughts about the subcommittee work last summer (2022): Cynthia Gardner-Morse appreciated learning about requirements, roles and reviewing laws. She appreciated the time to work with colleagues. Susan Gray noted the hard work that did not feel hard, and pride in the final product. Susan Koch appreciated the organization, daily goals, and constructive time to work on a common goal. Gwen Carmolli found the time valuable to review and discuss evidence and requirements. She welcomes any council member (up to 8 to meet subcommittee rules) to join the summer work!</p>						
4:40	20	<p>Wrap Up Share 1 thing you have learned this year and 1 way you will continue to support literacy achievement work this summer - every little bit helps!</p> <table border="1" data-bbox="451 1709 1433 1871"> <thead> <tr> <th>Member</th> <th>Learned this year</th> <th>Committed to this summer</th> </tr> </thead> <tbody> <tr> <td>Emily Leute</td> <td>Different needs of older/younder learners</td> <td>Updating our local assessment document</td> </tr> </tbody> </table>	Member	Learned this year	Committed to this summer	Emily Leute	Different needs of older/younder learners	Updating our local assessment document
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	and adolescent readers	
Susan Gray	How to implement big systems idea change within an organization	Promoting evidence-based practice, and sharing information about morphology
Don Tinney	How political the discussion about literacy instruction is	Participating in bridging projects to adolescent literacy and equity
Jen Farnham	Implementing RTI into the EST process - the roles needed to support intervention	Research on assessment and monitoring progress
Cynthia Gardner-Morse	Importance of spelling and morphology, and evidence-based practices	Participating in summer subcommittee work
Charley Gunkel	Literacy is bigger and more global than he'd previously realized How hard it is to make change	Self-improvement - continuing to learn this summer
Ana Russo	Worked on alternate assessment and learned about the amount of work that goes into the implementation of the assessment	Professional development for special and ?regular? ?general ?educators in order to help students with disabilities
Susan Koch	How divisive it can be when parents are expressing frustration about learning	Working with parents and sharing work from the Advisory Council on Literacy
Gwen Carmolli	Learned from each member, and learned the consistency in findings across evidence-based resources	Subcommittee work and encouraging literacy work across the state

There was a brief follow-up conversation about assessment. Cynthia Gardner-Morse asked about a single assessment. Gwen Carmolli commented about VT EQS requirement for each district to have a Common Local Assessment System that outlines assessments for all grades and content areas - a single assessment may not meet the needs for all grades and or content areas. Gwen shared that her district added an

assessment that spans grades K-10 in literacy and math as an addition to her district's local assessment plan.
Emily Leute gave an overview of common local assessment systems - they include screeners, benchmarks, formative and summative assessments for every content area.
Susan Gray asked Gwen Carmolli about the assessment her district implemented - Gwen shared that they implemented Renaissance STAR Early Literacy, STAR Reading, and STAR Math.

The meeting adjourned at 4:39 p.m.

Notes:

Summer sub-committee work is planned to review prioritized recommendations and gather resources for fall assessment work. Please email Gwen if you are interested in working on the Review & Plan subcommittee.

Thank you for your participation and effort to increase literacy outcomes!