



Advisory Council on Literacy

May 1, 2024, 3:00 p.m. – 5:00 p.m.

AGENDA

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

AGENDA		Meeting Link
MEETING GOALS: <ul style="list-style-type: none"> Hear literacy updates Vote on data collection & future Council work recommendations Wrap up Act 28 Council work 	Attendees: Chair: Gwen Carmolli Note Taker: TBD Date & Time: May 1, 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	Council Work: <ul style="list-style-type: none"> Welcome & Updates Select notetaker Roll Call & share - Name, role, and share 1 thing you have learned about literacy in your time on the Council
3:25	5	Approve Meeting Minutes - DRAFT March Minutes (Motion & Vote)

3:30	10	Public Comment (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you!
3:40	15	Updates <ul style="list-style-type: none"> • AOE literacy updates • Literacy Bill S.204 update
3:55	40	Recommendations (Discussion & Vote) <ul style="list-style-type: none"> • 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) <i>Question: Do you approve the Council's recommendations on data collocation & area of focus for 2024-2025 Council work?</i>
4:35	15	Celebrations & Accomplishments (Discussion) <ul style="list-style-type: none"> • Discuss highlights of Council work & statewide literacy work
4:50	10	Wrap Up

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 Education, and Agency of Education

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