



# Advisory Council on Literacy

December 4, 2024, 3:00 p.m. – 5:00 p.m.

## Draft Meeting Minutes

### Microsoft Teams Virtual Meeting

Call In: 1-802-552-8456

Conference ID: 675 994 845#

[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; Stacie Shields, Higher Education Representative*

### Draft Meeting Minutes

AGENDA		<a href="#">Meeting Link</a>
<b>MEETING GOALS:</b> <ul style="list-style-type: none"> <li>Hear Act 139 &amp; literacy updates</li> <li>Understand priority needs for Act 139 implementation</li> </ul>	<b>Attendees:</b> Gwen Carmolli, Emily Lesh, Bill Clark, Bev Davis, Sandra Cameron, Beth O'Brien, Don Tinney, Catherine Delneo, Tonya Girouard, Cynthia Gardner-Morse, Ana Russo, Rommy Fuller-Young, Stacie Shields <b>Chair:</b> Gwen Carmolli <b>Note Taker:</b> Chair Carmolli <b>Meeting information:</b> December 4, 3:00-5:00, online	
<b>NORMS</b> <ul style="list-style-type: none"> <li>Listen thoughtfully &amp; assume positive intentions</li> <li>Ground statements in evidence</li> <li>Honor the agenda</li> </ul>	<b>DECISION MAKING PROCESS</b> <ul style="list-style-type: none"> <li>Gather Information &amp; Input</li> <li>Deliberate &amp; prioritize</li> <li>Vote</li> </ul> <b>Note:</b> due to timing for Act 28 final report the Council will only gather & share input on Act 139 priority needs	

TIME	MINUTES	ACTIVITIES & NOTES
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3:00	25	<p><b>Council Work:</b></p> <ul style="list-style-type: none"> <li>● Welcome &amp; Updates</li> <li>● Review norms</li> <li>● Role Call &amp; share - Name, role, and <b>share a highlight from recent literacy instruction or learning</b></li> </ul> <p><i>Notes:</i>  The meeting began at 3:05, when a quorum was present.  Chair Carmolli welcomed the group, provided updates and reviewed the group's norms, resources. She highlighted the commitment all members of the Council share: to improve literacy outcomes. Each member shared a highlight from recent instruction or learning.</p>
3:25	5	<p><b>Approve Meeting Minutes - <a href="#">DRAFT September Minutes</a> (Motion &amp; Vote)</b></p> <p><i>Notes:</i>  Bev made motion, Tonya seconded the motion. There was one change: fix the spelling typo of "roll" to "role." Minutes approved with correction of spelling.</p>
3:30	10	<p><b>Public Comment</b></p> <p>Brief comment/s - up to 2 minutes, respectful - Thank you!</p> <p><i>Notes:</i>  There were no public comments.  Chair Carmolli shared a question that came from Cynthia: Which grades are covered under act 139, grades K-3 or K-12? The question has been passed onto the AOE and Legislative Council.</p>
3:40	40	<p><b>Literacy Updates</b></p> <ul style="list-style-type: none"> <li>● Hear AOE literacy updates <ul style="list-style-type: none"> <li>○ Professional Learning Opportunities</li> <li>○ Act 139 &amp; Guidance on Parental Notification</li> <li>○ Literacy Modules</li> </ul> </li> <li>● Questions - each member may ask up to 1 clarifying</li> </ul> <p><i>Notes:</i>  Emily Lesh read a statement from Secretary Saunders: Act 139 focuses on the early grades to support literacy development in the early years. The Agency is committed to supporting literacy instruction and needs in all grades; their resources and professional learning opportunities support K-12 literacy instruction.</p> <p>Emily Lesh and Emily Leute from AOE presented literacy updates.</p> <ul style="list-style-type: none"> <li>● Read Vermont launched in September, 279 people registered</li> <li>● AOE is offering professional learning opportunities: <ul style="list-style-type: none"> <li>○ Virtual Workshop series</li> <li>○ Asynchronous literacy modules &amp; facilitator guides for grades K-3 and 4-12, more than 3,000 people have registered</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <i>Job embedded coaching, more than 30 schools/systems have expressed interest</i></li> <li>● <i>Guidance on Parental Notification was released, outlining requirements from Act 139 and recommendations.</i></li> <li>● <i>Guidance on screening, including a review of screeners, and recommendations is due January 15, 2025</i></li> </ul> <p><i>Chair Carmolli thanked the AOE for these updates and their literacy efforts. She highlighted the Council's support for Act 139 and appreciation for resources and professional learning that support learners K-12.</i></p>
4:20	30	<p><b>Task - Highest Need for Act 139 Implementation</b></p> <ul style="list-style-type: none"> <li>● Share input on needs - each constituency group will be invited to share input &amp; highlights</li> </ul> <p>Notes: Representatives shared input from their constituency groups, indicating their group's highest need/s to support the implementation of Act 139: (green indicates the highest need)</p> <p><b>VT-NEA - Student behavior, accurate information, time for planning &amp; preparation,</b> training &amp; systems to support students with dysregulation difficulties</p> <p><b>VSBA - Funds for professional learning, funds for instructional materials, clearly identified metrics to monitor progress &amp; performance</b></p> <p><b>VTCLA - Funds for professional learning,</b> professional learning on instructional practices, funds for instructional materials</p> <p><b>VPA - Funds for training &amp; instructional materials</b> (including funds for substitute teachers if needed for training)</p> <p><b>VISA - Resources &amp; funding for instructional practices &amp; assessment,</b> professional learning on instructional practices &amp; assessment</p> <p><b>VCSEA - Funds for professional learning</b></p> <p><b>VSA - Funds for instructional materials,</b> funds for professional learning</p> <p><b>Literacy Community - Follow all parts of Act 139; Train teachers &amp; administrators of criterion-referenced screening assessments, taking actions based on student's needs &amp; continually monitoring progress</b></p> <p>Chair Carmolli thanked the members for gathering the input. The input will be included in the Council's 2024 report.</p>
4:50	10	<p><b>Wrap Up</b></p> <p>Chair Carmolli thanked the group for their time and commitment to improve reading outcomes.</p> <p>The meeting ended at 4:40.</p>

## 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***

<b>Research &amp; Recommendations</b>	National Reading Panel Florida Center for Reading Research CEEDAR Center Institute for Educational Sciences (IES) VT AOE Literacy webpage
<b>Instructional Practices Resources</b>	IES Practice Guides VT AOE Literacy webpage
<b>Instructional Programs</b>	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***