



Advisory Council on Literacy

January 17, 2024, 3:00 p.m. – 5:00 p.m.

Draft Meeting Minutes

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456
Conference ID: 806 128 134#

[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

DRAFT Minutes - notes highlighted in orange

AGENDA	Meeting Link
<p>MEETING GOALS:</p> <ul style="list-style-type: none"> ● Hear literacy updates ● Introduce spring task: data collection 	<p>Attendees:</p> <p>Chair: Gwen Carmolli</p> <p>Note Taker: Gwen Carmolli, Cynthia Gardner-Morse</p> <p>Date & Time: January 17, 3:00-5:00</p> <p>Format: Online meeting</p>
<p>NORMS</p> <ul style="list-style-type: none"> ● Listen thoughtfully & assume positive intentions ● Ground statements in evidence ● Stick to the protocol ● Begin & end on time 	<p>DECISION MAKING PROCESS</p> <ul style="list-style-type: none"> ● Gather Information & Input ● Deliberate ● Prioritize ● Vote

TIME	MINUTES	ACTIVITIES & NOTES
3:00	30	<p>Council Work:</p> <ul style="list-style-type: none"> ● Welcome & Updates ● Select notetaker

		<ul style="list-style-type: none"> ● Roll Call & share - Name, role, and share 1 way you are involved in literacy improvement or learning <p>Meeting began at 3:06, when quorum was present Attendees: Bev Davis, Sandra Cameron, Beth O'Brien, Susan Gray, Gwen Carmolli, Catherine Campbell, Susan Koch, Jennifer Farnsworth, Cynthia Gardner-Morse, Charley Gunkel, Ana Russo</p> <p>Bev -working with Vermont Rural Education Collaborative, providing PD for the Northeast Kingdom (book groups, consultation work) Sandra - supporting school system policy review & development at the local level Beth - developing schedules that provide time for intervention/supports backfilling students' needs Susan G - PD on writing Gwen - collaborating with colleagues on literacy improvement PD and efforts Katie - implementing new literacy program (Amplify) & intervention support for students Susan K - school based team (Guiding Coalition) to plan Tiers 1 and 2 instruction Jen F - implementing new curriculum (Wit & Wisdom) & providing intensive instruction for students with disabilities Cynthia - providing intensive instruction using Wilson program for an individual struggling to read, now feeling joyful about learning Ana - Federal reporting in literacy and math for IDEA</p>
3:30	5	<p>Approve Meeting Minutes - November DRAFT Minutes (Motion & Vote) Motion: Beth Second: Ana Minutes approved</p>
3:35	10	<p>Public Comment (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you! No public comments were made. Ed Helme, a community member reached out prior to the meeting asking about support/testimony for S.200, a bill related to Dolly Parton's Imagination Book project, a literacy program that provides free books for children ages birth to 5. Council member Beth O'Brien noted that children in her school system and family have signed and receive free, high-quality books - they love it!</p>
3:45	15	<p>Updates (Gwen & AOE Representative)</p> <ul style="list-style-type: none"> ● Council 2023 Report & legislative testimony ● AOE updates

		<p>Gwen reviewed fall work, Act 28 tasks, evidence-based resources, Vermont NAEP result information, and the Council's recommendations for the General Assembly and the VT AOE.</p> <p>Comments: Beth - smaller gap in grade 8 NAEP scores for students in poverty makes sense because many interventions are in place by that time Cynthia - asked about the number of educators taking the literacy modules (more than 220), and about NAEP data for student with disabilities (none were shown on the NAEP pages for VT) Susan K - asked if there was a way to gather information about other literacy training happening around the state</p> <p>There were no AOE updates</p>
4:00	40	<p>Our Work (Gwen & Council)</p> <ul style="list-style-type: none"> • Spring task: Recommendations for collecting literacy-related data • Discussion and suggestions for data collection <p>Gwen introduced the spring task from Act 28 - the last task for the Council. There was discussion about assessments that are currently used, and what data/assessment information could be collected. Gwen noted that school systems are required to build a Comprehensive Local Assessment Plan, a plan articulating assessments used to assess proficiency in literacy (and other content areas), across the school system.</p> <p>Comments: Beth - using F&P as an assessment of fluency & comprehension (not as an instructional program, or using 3 cuing) and finds it very useful to learn how students are progressing Jen - acts as the EST coordinator for her school, school has implemented STAR Early Literacy and STAR Reading as universal screening for comprehension & reading, and using Dibbles as a follow-up screening, then does diagnostic assessment for specific areas of needs (ex. fluency) Cynthia - uses Rasinski to assess fluency and finds the fluency grid very helpful Susan G - works with school systems implementing AIMSweb to assess oral reading fluency & iReady, the assessments demonstrate growth in achievement at the universal level and decrease in the tier 3 needs Beth - noted it can be difficult to have buy-in for older students with universal screeners/assessments Susan K - assessment for phonemic awareness is important, uses PASS & is considering PAST for assessment</p>

		<p>Sandra - had success with TS Gold as an assessment for preK, wondered if there is a way it could predict success, noted the state provides funding for the preK, assessment (funding could be a consideration in our spring recommendations)</p> <p>Bev - wondered if TS Gold could be aligned to grades K-3</p> <p>Cynthia - wondered if the VT NEA survey about PD?</p> <p>Jen - finds PD needs based on scores, noted her school has a “culture of new learning” with teachers seeking out learning from reading research, podcasts and social media</p> <p>Susan G - used a survey to identify areas of need & interest for PD</p> <p>Bev - provides PD based on suggestions/recommendations, uses SOR resources, notices areas of need based on instructional practices</p> <p>Beth - learning a lot from the CVEDEC adolescent literacy PD series, using PDSA/action research cycles, & PLCs to look at data</p> <p>Susan - improving Tier 1 instruction is important, would love to know how Tier 1 instruction and how schools/systems are doing with implementing new programs</p> <p>Susan G - agrees that evidence-based practice in Tier 1 instruction is critical</p> <p>Cynthia - noted an AOE resource on screening tools was helpful (will make it available to the Council)</p>
4:40	5	<p>Wrap Up</p> <p>The meeting ended at 4:46</p>

<i>Evidence-Based Resources</i>	
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](#)

Evidence-Based Instructional Practices from IES Practice Guides for K-3

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

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.

[Improving Reading Comprehension in Kindergarten Through Third Grade](#)

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.

[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)

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