
TESTIMONY

Testimony To: Senate Committee on Education
Respectfully Submitted by: Jess DeCarolis, Division Director, Student Pathways
Subject: **Act 28 - Literacy**
Date: January 26, 2023

This is a companion resource to testimony updating Senate Committee on Education on Act 28 Literacy Initiative.

Response to Recommendations for the AOE

Stages of literacy (including both reading and writing) development, including early literacy

- [VELS](#) - Communication and Expression (language development, literacy development [which includes writing])
- [Literacy Essential Practices](#) (Michigan trainings discuss this)
- Agency of Education Literacy Professional Development [Modules](#)
- [Early Reading Accelerators](#) – This collection from Achieve the Core provides resources to support implementation of the two critical components of systematic early reading instruction: [Foundational Skills](#) and [Knowledge and Vocabulary](#).
- [How We Read - A Graphic Guide to Literacy](#) (SAP) – This graphic guide illustrates the brain science involved in reading.
- [What We Know About Early Literacy and Language Development](#) (Zero to Three)
- [Head Start Language and Literacy Resources Birth- PreK](#)
- Literacy PD [Modules](#)

Evidence-based instructional practices and assessment in reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and morphology, highlighting evidence-based practices aligned to science of reading (SOR) research and Structured Literacy

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
 - [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](#)
- [Teach Students Academic Language Skills, Including the Use of Inferential and Narrative Language, and Vocabulary Knowledge](#)
- Improving Reading Comprehension in Kindergarten Through 3rd Grade
 - [Teach Students How to Use Reading Comprehension Strategies](#)
 - [Establish an Engaging and Motivating Context in Which to Teach Reading Comprehension](#)
 - [Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn, and Remember Content](#)
 - [Select Texts Purposefully to Support Comprehension Development](#)
 - [Guide Students Through Focused, High-Quality Discussion on the Meaning of Text](#)
- [Preparing Young Children for School](#)
 - [Build Children's Knowledge of Letters and Sounds](#)
 - [Intentionally Plan Activities to Build Children's Vocabulary and Language](#)
 - [Use Shared Book Reading to Develop Children's Language, Knowledge of Print Features, and Knowledge of the World](#)
- [Literacy Essential Practices](#).
- [Local Comprehensive Assessment Systems Appendix B Summary of Assessments for English Language Arts](#)
- [Evidence-based resources and briefs on the Council webpage](#)
- Literacy PD [Modules](#) (include PD on structured literacy)
- [Early Reading Accelerators](#) – This collection from Achieve the Core provides resources to support implementation of the two critical components of systematic early reading instruction: [Foundational Skills](#) and [Knowledge and Vocabulary](#).
- [Literary Learning: The Newsletter for Vermont's English Language Arts Educators and Supporters](#)
- [Text Set Project: Building Knowledge and Vocabulary](#) and [Text Set Guidance](#) – These resources provide information about text sets, which support all learners in building knowledge and developing vocabulary
- [Reading Rockets](#)

Evidence-based assessment and instructional practices in writing

- [Build Children's Knowledge of Letters and Sounds](#) (PreK)
- [Teach Students to Decode Words, Analyze Word Parts, and Write and Recognize Words](#) (K-3)
- [Annotated Guide for Foundational Skills to Support Reading for Understanding in K Through 3rd Grade](#)
- [Literacy Essential Practices](#) (connected to our ELNIC work with Nell Duke)
- [Local Comprehensive Assessment Systems Appendix B Summary of ELA Assessments](#)
- [Grammar and Writing Resources](#)
- [Teaching Elementary School Students to Be Effective Writers](#)
- [Teaching Secondary Students to Write Effectively](#)
- [Literary Learning: The Newsletter for Vermont's English Language Arts Educators and Supporters](#)

Statewide expectations for literacy curriculum and instructional practices, including prioritized standards and effective instructional practices

- VT Framework for Proficiency: [ELA Proficiency-Based Graduation Hierarchy](#)
- [Coordinated Curriculum in School District Systems: Act 173 Technical Guidance](#)
- [A Vermont Portrait of a Graduate Through English Language Arts](#)
- [What Works Clearinghouse/IES Practice Guides](#)
- [Priority Instructional Content in English Language Arts/Literacy and Mathematics \(SAP\)](#)

Evidence-based literacy programs and assessments

- [Local Comprehensive Assessment Systems Appendix B Summary of ELA Assessments](#)
- Effective use of local assessment data [TA, coaching, and resources](#) through Demonstrated Success
- [Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams](#) is being updated and the revised version should be available in October of 2023. The document provides information and resources to support the development of high-quality local comprehensive assessment systems (LCAS). The revised version will include:
 - [The Lexile and Quantile Frameworks](#)
 - [Blueprint for Early Literacy](#)
 - [Framework for Vermont's Early Childhood Comprehensive Assessment System](#)

Specific screening and assessment tools that support needs-based literacy instruction and intervention

- [Local Comprehensive Assessment Systems Appendix B Summary of ELA Assessments](#)
- Literacy PD [Modules](#)

Highly effective instructional practices that promote equity and cultural diversity

- [English Language Arts: Spotlight on Equity Resources](#) – This resource provides a list of considerations and resources for the purpose of supporting equity and access in ELA while emphasizing high-quality and culturally sustaining learning opportunities for all students.
- [Reading Diversity: A Tool for Selecting Diverse Texts](#) – This interactive tool and accompanying [Teacher's Edition](#) from Learning for Justice provides educators with a multi-dimensional approach to the text selection process that includes considerations that prioritize text complexity, critical literacy, and cultural responsiveness.
- [Teaching Strategies](#) – This collection of teaching strategies from [Learning for Justice](#) helps teachers build literacy as well as social emotional skills while exploring meaningful texts. Each strategy is aligned to the Common Core and

includes a special note about English language learners and connections to anti-bias education.

- [Essential Components for Ensuring Local Comprehensive Assessment Systems are Culturally Relevant and Equitable](#)
- [Learner Agency and Authentic Assessments: Empowering Learners through Authentic Performance Assessments](#)
- [Essential Components of the Vermont Framework for Proficiency: Performance Assessments](#)
- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)
- [Annotated Guide for Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- [Literary Learning: The Newsletter for Vermont's English Language Arts Educators and Supporters](#)

Strategies to address staffing challenges

- Inter-divisional work to develop pathways to licensure for educators
- Secured DOL grant to develop apprenticeship pathway for educators
- Contracted with Vermont Rural Education Collaborative to develop pilot grow-your-own pathways in Northeast Kingdom and beyond
- Leveraging Research Practice Partnership with University of Vermont to explore third-space learning opportunities for pre- and recently in-service educators

Training/teacher preparation in evidence-based literacy, instruction, assessment and intervention

- Literacy PD [Modules](#)
- Effective use of local assessment data [TA, coaching, and resources](#) through Demonstrated Success
- Performance Assessment work with Great Schools Partnership
- R1CC's 2024 Adolescent Literacy Intervention Regional Workshop
- Performance Assessment PLC ([Jay McTighe book study](#))
- Early Learning Networked Improvement Community (ELNIC) for Literacy (PreK-3) - Professional Learning with Dr. Nell Duke, Dr. Sharon Walpole, and Dr. Katherine Beauchat
- [Family-Educator Learning Accelerators with Springboard Collaborative](#)

Accountability measures to monitor use of research and evidence-based programs, practices and or assessments (Notes: The Council will be reviewing evidence-based assessment in 2024, further assessment recommendations will be made in the Council's concluding report)

- Leverage existing and developing Education Quality Review processes
- Support the development of Local Literacy Plans for predictable submissions in Grants Management System
- Leverage roll out of District Quality Standards and build into District Quality Review Process evaluation