



Meeting Date	August 4, 2023 @ 9:00 am
Attendees	Dr. Kiffany Pride, Sandy Shepard, Amy Counts, Carol Heringer, Vicki King, Gina Williams, Pam Skinner, Malorie Berry, Stacy Childers, Traci Birkes, Corrie Tucker, Christina Meister, Rebecca Cook, Julia Hahn, Breah Poplin, Staci Lamb, Dawn McLain, Valorie McCleary, Gregory Hodges, Eva Harrington, Megon Oliver

Draft Rule/Policy Component	Work Group Feedback
Meeting Norms	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Introductions • Reviewed meeting norms • Reminded everyone that materials are available on the LEARNS website • Overview of last meeting • Today: <ul style="list-style-type: none"> ○ Literacy Coaching ○ 3rd Grade Retention
Opportunity to Reflect	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Meeting 1 - overview of LEARNS and Right to Read Act (2017, 2019, 2021, 2022 - Revised) • Meeting 2 - notification to parents of students' progress and individual student reading plans • Meeting 3 - reading supports • Please record any other takeaways or thoughts on provided paper and share on the poster paper. • 15 minutes • Highlights & Questions: <ul style="list-style-type: none"> ○ State Training for Assessors – Consistent messaging across the state with common tools. ○ Communicate expectations to districts and communities; parents are important partners. ○ Communication with parents on retention. ○ Transparency with parents through a possible dashboard. <p>Question – Does a new graduate from a teacher prep program need to pass the foundational reading test in order to be considered proficient and then be licensed?</p> <ul style="list-style-type: none"> • Expectations are unclear. • Carol Heringer - One can only get a provisional license for three years without having passed the test; people have the opportunity to participate in tutoring that is offered. • Moving Forward: Portion of LEARNS discusses auditing educational preparation programs every 6 years - rotation to see what materials are using, pass rate, etc. • Teachers deemed proficient - observations will continue for the purpose of TESS. • One cannot uncheck the proficiency.



	<ul style="list-style-type: none"> • Regional hubs can be used. <p>Highlights of Literacy Notifications</p> <ul style="list-style-type: none"> • Database and portal where we can house student data, and districts can access at anytime. • Easily accessible for students. • Clear and simple around the message for parents - avoid jargon • Parents have a deep understanding • Parent friendly language, examples, how do they know their students are growing in knowledge and skills over time • What are the things that need to be consistent? Build from there for customization. • If it is something the district is expected to do, state should take the lead. • This is the best program - based on student achievement, but implementation matters. A good program can fail when it is not implemented well. • MyChart - at Children’s Hospital - great statewide system for all the information about student. • Diagnostic, prescriptive: notifying people when it is time for your morphology assessment – (for example). • Program - Panorama - sounds similar - links everything. • 3rd party - that links all the data. • Something similar to the GPS System that was several years ago. • Short videos to educate people. • How do we sustain it? <p>Highlights of High Impact Tutoring</p> <ul style="list-style-type: none"> • Provide students statewide; students are looking at data the same way, and students have access to the same type of things. • Dashboard • Equal funding and access to the grants; everyone knows. • Funding and training - all teachers have access to the training, and they are able to intervene with kids. • K-2 Assessment must address Bottom of the Rope; consider validity when students are testing on the computer. • Initial screening that could identify issues and flag a student who needs additional screening.
<p>Literacy Coaches</p>	<p>Sandy Shepard</p> <ul style="list-style-type: none"> • Difference between Coaches and Specialists: <ul style="list-style-type: none"> ○ State and ESC specialists have other duties besides coaches • Review LEARNS - starting coaches on last year’s data, new report cards will come out in October. • Does the coach have to come from the ESC or state? Not specified. • Many schools already have literacy coaches, great when there is one. • 47 ESC Specialists, 5 RISE Team, 27 new Statewide Coaches • Specifics about what they have to have: <ul style="list-style-type: none"> ○ Understand teaching and science of reading ○ Coaching - organizational structures, how to run a classroom, how school work, understand curriculum • All of the state leads have helped train.



- Question - Did they not have Science of Reading Training?
 - Yes, they did, but to ensure knowledge is consistent, they are being retrained.
- Stand Alone Days and be able to take out pieces of RISE Training to meet needs of teachers.
- Expectation: Want them to be in buildings 75% of the time.
- Expertise
 - RISE Trainers
 - Understanding of K-2 Classroom
 - Understanding of learning disabilities of Child Find, IDEA
 - Engaging in Instructional Coaching Cycles
 - Building relationships – working with teachers, building and district level leaders
 - Become part of the faculty
 - Coaches have between 1-3 school buildings
 - Coaches should understand Science of Reading, be able convey in small steps for teachers that are struggling
 - Practical application of Science of Reading
 - How do I take a teacher’s idea and craft it to improve instruction?
 - Job Embedded learning
 - Identify greatest need and work to rectify
 - Data Analysis
 - Small Group
 - Be able to answer the question about what to do next for students?
 - Partner with Principals and provide evaluative feedback when needed
 - D or F school – Type of Coach Varies: RISE team, ESC coach, state coach, vendor.
 - K-3 - D/F will have something
 - Meeting with Superintendent’s next week
 - Principals will help tier teachers based on need - who could be better coached as a team?
 - Developed Resource document for coaches.

Dr. Kiffany Pride:

Meet in Groups to discuss questions:

- What would characterize a strong relationship between a Literacy Coach and a teacher?
- What are ways that Literacy Coaches can build these relationships with teachers and school leaders?
- How can the state support Literacy Coaches in building positive coaching relationships with teachers that lead to improvements in instruction?

Groups discussed for 20 minutes.

Feedback:

Group 1:

- Literacy Coach
 - Strong relationship - trust and vulnerability, confidentiality; make clear what information will and won’t be shared
 - 2 way communication
 - Safe place to be honest



	<ul style="list-style-type: none"> ○ Honoring commitment ○ Student focused; goals in coaching cycles ○ Balance between quantitative and qualitative data ● Building Relationships - <ul style="list-style-type: none"> ○ Being humble, avoid directive mentality ○ Honoring expertise of teacher ○ Coach is part of school culture ○ Owns data just as much as teachers own that data ○ Transparency ○ Coaching cycle - investment in teacher growth ● Positive Coaching <ul style="list-style-type: none"> ○ Getting them training on - not just skills – also adult coach; working with adult is different. <ul style="list-style-type: none"> ▪ What does it look like and sound like? ▪ Scenarios for conflict resolution ○ Matching coach to school site <ul style="list-style-type: none"> ▪ EL learners – possibly survey principal ▪ Coaching for coaches; what does that look like? ○ Formerly - connecting coaches to help areas of need <p>Group 2:</p> <ul style="list-style-type: none"> ● Transparency with coachee regarding strengths and areas for improvement. This is then communicated with the administrator. This helps to maintain trust. ● Coteaching - getting to know teachers and students so they can offer support to teachers. ● What do you need help with? Coaches provide a menu of services for teacher to select from. ● Building relationships with teachers. What is their role? Get to know teachers. ● Partnering with administrators - get to know them as well. ● Messaging toolkit - so other stakeholders are aware. ● Community and administrators understand their role. ● Coaches have someone with whom they can collaborate. ● Support: Perhaps a digital toolkit for building coaches.
<p>3rd Grade Retention</p>	<p>Carol Heringer</p> <ul style="list-style-type: none"> ● Priority to get kids reading at 3rd grade. ● Need for future prison beds based on 3rd grade reading scores. ● Good cause exemptions: <ul style="list-style-type: none"> ○ Limited English proficiency ○ Students with disability - not eligible for alternative assessment ○ 504 plans, dyslexia ○ Students who qualify for DLM - really close to 1% - gap in special education ○ Previously retained (came in from another school or state, sick, not in school, etc.) ○ Can demonstrate that they are at grade level through other means ○ Other students with necessary, justifiable good cause exemptions ● Dr. Kiffany Pride Responds: Students demonstrating on grade level, but not performing on the assessment: <ul style="list-style-type: none"> ○ Students with behavior issues - not demonstrating it through the assessment.



- Explore: What is stopping them from demonstrating?
- **Carol Heringer Continues:** Look at all aspects of the child.
- If students fall into retention – the state is responsible to put forth a plan. This should include:
 - 90 minutes of daily evidence based literacy instruction
 - Question: Does it need to be uninterrupted?
 - Rules have not been written.
 - Follow what is good practice for all kids.
 - Placing students in classroom of high-quality teacher (teacher high VAM, rated high in TESS, etc.)
 - Potential Problem: Teachers - upset about distribution of high, low, and medium kids - due to bonus.
- **Dr. Kiffany Pride Responds:** There are multiple ways to identify high-quality teacher.
- Point of Concern: Stacking classroom; how many kids in one classroom?
 - Ultimate Goal - get all teachers of high quality to prevent stacking. What ways can we build teachers up?
- When retaining a student, retention should be meaningful for student.
 - What does it mean to grow?
 - Consistency in what growth means.
 - Power of support in schools; we want to empower people.
- **Carol Heringer Continues:** New assessment is aligned to the new state standards.
 - Teachers teaching bell-to-bell, using HQIM, and coaching - students will begin to grow
 - Include parents and guardians into process – provide tools at home.
 - Notifying parents and guardians of availability of tutoring grants for support outside of the home.
 - Additional evidence-based intervention programs.
 - What are we going to do to support kids who are promoted for good cause reason?
 - Reimbursable grant? Rules will be written.

Dr. Kiffany Pride:

Meet in Groups to discuss questions:

- What additional ways can districts support students who are retained beyond what is required in LEARNS?
- Are there supports the state can provide districts to support students who are retained?

Groups discussed for 20 minutes.

Overview:

Group 1:

- We don't want it to get it to the point of retention; screeners and intervention at lower grade levels are incredibly important.
- Important to educating parents.
- Preserving tier 1 instruction - protected time.
- All content areas are supporting literacy.
- Districts need systems for high-quality teachers to train other teachers.
- Balance standards for accreditation



	<p>Group 2:</p> <ul style="list-style-type: none"> • Continuing 21st century grants to keep doors open beyond school hours. • Built in MTSS. • Students are not where they are need to be; provide hours beyond school day to get them caught up. • Before and after school options and provide transportation for kids. • If a student needs summer school, hold parent accountable so that student participates. • Clear communication from department to schools. • Make sure basic needs are being met. • Accountability on attendance. • Mental health: Provide services for struggling kids with mental health needs. • Classroom environments where students are misbehaving in classrooms; they need other places to go for support • Support with inclusive practices. <p>Dr. Kiffany Pride Overview:</p> <ul style="list-style-type: none"> • Resources – Let people know what is out there. <ul style="list-style-type: none"> ○ System of behavior experts across the state ○ School based mental health, AWARE; how do we get the resources to the districts? ○ When there is a school-based health or mental health center, issues get better. • Take this opportunity to write down anything you didn't feel like you need to say. • Participants took five minutes to write and added notes to posters.
<p>Next Steps</p>	<p>Dr. Kiffany Pride</p> <ul style="list-style-type: none"> • Final session • We will follow up when feedback is needed. <p>Adjourn</p>