

Reading Specialist Advisory Board Meeting

October 24, 2024 4:30-6:00 Virtual

Attendees: Tiffany Babcock (Title 1 Facilitator Marion Co), Mark Fisher (Title 1 Facilitator Marion County), Marcie Raol (faculty, minutes), Rachel Dodrill (faculty), Keisha Kibler (faculty), Barb W (faculty), Candice Moench (faculty, facilitator), Lexi Antol (student), Taylor Holmes (student), Brooke Choiniere (alumni)

Program Updates

- Foundation Donations to help support PRAXIS exams has extended to graduate programs
- New Fairmont State Graduate Dean has been hired. This may help with recruiting and future planning with leadership explicitly for graduate programs.
 - Potentially considering doctoral programs
 - Two of recent graduates are going to Liberty for doctorate
- Need ideas of how to recruit cohorts groups with existing schools, PD sessions
- Literacy Boot Camp for 1 day grant is being written for 2026 summer.
 - How could we credit it as PD through Marion County? Contact LD Skarzinski at Marion County PD
 - Could possibly do a GRCE course credit as well.
 - Could be used as an incentive to get into Reading Masters. Maybe a discount or cohort group.
- Concerns with a lot of teachers are not certified in areas and we need support from counties to help with supporting for professional development.
- Upcoming cohort groups is small and we have concerns about how we are plans to recruit
- Microcredentials are being discussed on campus and considered if a fit for the program
- Participants confirm that new aids in Marion County are now getting training. They are supposed to attend all trainings as teachers, as stated in Third Grade Success Act.
- Next year retaining will start based on the Third Grade Success Act.
 - Still not sure what might happen with the individualized plans
 - Retention is stated to happen if students are one year behind.
 - Letters are going home to parents if students are behind on IReady. Currently in Marion county the decision is using IReady.
 - Special Education requests for testing is moving up.
- Seem to be an increase in students who are nonverbal in the P-12 schools system.
- Need for us to be involved in county as providers for PD.
- Making changes to the Reading Program. Removal of one course and we are adding a Data analysis / assessment course. Looking at removing the reading response / literature class.
- Focus Group
 - Many of our program graduates are employed but not reading specialist
 - Need students who have graduated
- CAEP – Continuous Improvement Process and Advisory Board are an important part of our process
- Data to Review

- Action Research Data
 - Need to understand where the process ends in the foundational research course to help continue in the Action Research Project
- Professional Development Plan
 - Connections to professional literature is lower
 - There will be a disconnect because the curriculum that is used in schools does not align with best practices in research literature.
 - Multiple curriculum being used and consistency is not present between teachers. Haggerty, Savis, IReady, Reading Horizons. Reading Horizons and Savis are both main curriculum and use different terms between them.
- I Ready does have miscue analysis and fluency tests that reading specialists can use these.
- UFLI is a free resource that teachers are using. It has great free resources.
- Grading may show a change because of transition in faculty and expectations. 6340 has had a lot of changes.
- Teaching writing is a really weak area for a lot teachers. Many teacher seem intimidated by it. It is time consuming.
- Not building stamina in reading and writing. Daily 5 was supportive but it has left since COVID.
- Science of Reading has pushed out the workshop model of writing.
- April 10 as possible date. Doodle will come.

Reading Specialist and Special Education Joint Advisory Board Minutes

April 30, 2024

4:30 – 6:30 p.m.

Attendees: Julie Reneau (FSU), Candice Moench (FSU), Marcie Raol (FSU), Barb Wierzbicki (FSU), Rachel Dodrill (FSU), Keisha Kibler (FSU), Tiffany Babcock (Title 1, Marion), Kelly Garcia (Title 1, Marion), Mark Fisher (FSU Adjunct and Title 1, Marion), Brooklyn Ross (FSU Current Student), Heather Haddix (FSU Current Student), Rachelle Bourne (FSU Adjunct and Teacher, Marion), Chris Culicerto (FSU Adjunct and Teacher, Harrison), Christina Hare (SpEd Director, Marion), Gia Deasy (FSU Adjunct and Retired Marion), JoDonna Burdoff (FSU Adjunct and WVDE), Joe Starkey (Teacher, Harrison), Rhonda Reed (Teacher, Harrison)

1. Welcome and Introductions

- Dean's Welcome – Amanda Metcalf
- Program Coordinators Welcome – Candice and Julie
- Individual Introductions – Name, Role, County

2. Purpose and Background

- Previous initiatives based on input from the boards
 - i. Mini-grant case studies
 - 1. Based on past meetings suggestions and created video case studies in house. Students watch and respond to questions as discussions in courses.
 - ii. Course changes
- Connection to local and state priorities
 - i. Our undergraduates are often connected to this region
- Accreditation
 - i. Documentation of our existing work, such as stakeholder input.
- Explanation of Programs
 - i. Special Education – Explanation of existing options available at Fairmont State.
 - ii. Reading Specialists – Reading Certificate with Masters OR Reading Certificate Only Option. Fully online and some options

3. Questions for Discussion (reading courses cross over between programs). Printed questions distributed.

- What reading initiatives are occurring in your school or counties? What reading skills or processes do our teacher candidates need to be prepared to teach?
 - i. Reading Focus Group Response:
 - 1. Science of Reading – Trainings have started
 - 2. ECAT Aides in K-3 were discussed. Questions about how they are receiving training and noted that paraprofessionals need more trainings

3. In the schools, Science of Reading training being treated like a canned program and it is not.
 4. Title 1 stops at fourth and not all middle and high school have additional support.
 5. Gaps continue to get bigger and bigger
 6. 40 of 75 second graders getting support
 7. Reading Horizons adopted before the Reading for Success Act
 - a. Adopted as a Tier 1 so interventionists can not use it because the interventionists can not use the same programs as the classroom teachers
 - b. Interventionist seek to support same skills but in a new way
 8. Heggerty mentioned as a currently used program.
 9. Number of programs being used by interventionist but general classroom test data is focused on iReady
 10. High School addressing intervention through IXL and other computer programs.
 11. Concerns about the amount of time on devices
 12. ILI – not decodable text, but level reading program which are high interest books was discussed and different members are using it in varied ways.
 13. Stressed that Interventionist need to use a combination of programs based on student needs.
 14. Fountas and Pinnell was discussed and mentioned that it is the opposite of Science and Reading. Mixed feeling on appropriateness. Phonics component is weak in teaching manual.
- ii. Special Education Focus Group Response
1. Reading Programs: Orton Gillingham, Wilson, Reading Horizons, System 44, Read 180, Great Leaps, University of Florida Program, Haggerty, Assessments for placement in programs.
- What reading initiatives are occurring in your school or counties? What reading skills or processes do our teacher candidates need to be prepared to teach?
 - i. Reading Focus group Response
 1. High population of children with Low SES and do not have conversational skills. That is a huge gap that we don't allow time for in the classroom.
 2. Teacher "panic" after the pandemic about skills students were missing and we went to skill and drill because of skill level concerns but we have not gone back to other practices in general.
 3. Science of Reading does not support the workshop model.
 - What reading skills or processes do our teacher candidates need to be prepared to teach?

- i. Reading Focus Group Response
 1. Need to understand how to pick from different programs to provide what students need.
 2. State changes have been a major shift and the program may not be reflective of those major shifts.
 3. Undergraduates seem uncomfortable with phonics and phonemic awareness and it is needed. It is so much heavier than even five years ago.
 4. Mastering skills are pushed early, which might not be developmentally appropriate. On level is reading books by Christmas in Kindergarten.
 5. Fairmont State Students need understanding in the next step, understanding the data from the assessments and deciding what to do with the data and there is a need to collect and analyze data on more students. Multiple students in multiple areas
 - a. Can we have student data from more than one child? Need more than iReady Data. (SATs in one county can only come from one data source.) Members said they could provide data with no names for future use.
 6. Science of Reading is not supportive of Running Records but they can be used for fluency. Running Records can help determine if the computer assessment is useful. Concerns with students not performing at their ability on the computer assessments and the overidentification of students to be referred.
 - ii. Special Education Focus Group Response
 1. Guided reading
 2. Running records
 3. How brain moves through these processes / breakdown strategies specific to LD / Autism
 4. Translating progress monitoring to data information on the present level IEP
 - a. Break down into manageable goal and objectives
 5. iReady, iXL
- What technology skills should our completers be able to engage their k-12 learners in using?
 - i. Reading Focus Group Responses
 1. Know how to fix all the technology (doc camera, internet doesn't work – always have a backup)
 2. Google classroom – limitations on access. (Need K12 email)
 3. Canva
 4. Class Dojo
 5. Podcasting assignments in high school

6. Students creating ppt
7. Need a course in classroom technology trends that changes frequently
8. Technology is heavily used in the classroom but interventionist are trying not to use it during their time to provide students with other experiences.
9. Understand to use technology for data analysis and how to share information. Google docs and sheets are used as tools.
- ii. Special Education Focus Group Responses
 1. Schoology
 2. Google Classroom
 3. Class DoJo
 4. LiveGrades
 5. iReady, iXL
 6. online IEP
 7. students have chrome books or iPads, 1:1 devices
 8. Interactive display / Smart board

4. Special Education

- Courses on Moderate to Severe and Profound Disabilities
 - i. Content recommendations
- Courses on Dyslexia
 - i. Is there a need
 - ii. Content recommendations

5. Reading

- Program Review (Reading Course Program Sheet provided)
 - i. Noted that the program is heavy in administration. Students and teachers both note this. County office does have administrative positions in reading, but most are title 1 teachers.
 - ii. Administration and supervision of reading / writing programs
 - iii. Specific main assignment in a course is hard because it is difficult to find a school literacy plan (often small parts in other plans like in the school strategic plan and Title 1 packets of information). May need to interview a classroom teacher or a title 1 teacher to get the information because the documentation may not exist and not all questions are able to be answered by classroom teachers
 - iv. Creating of a curriculum is not something that anyone beyond the reading publisher would do.
 - v. FSU Reading Program Coordinator will bring the assignment descriptors to the next meeting.

Is there something that FSU needs to do better?

- Reading Focus Group Response:
 - So many variables you can not predict. You need to learn to be able to roll with things.
 - Don't stress about making everything perfect.
 - Importance of taking advantage of offered PD sessions.
 - Take risks and explore different things. (Fairmont State students can be concerned with taking risks because they are worried with the impact on their grades). Your students learn from your risks and mistakes (and who you handle them). Even read alouds from tech sources are "perfect" and students don't hear mistakes and that is important for them to hear reading that is not "filtered".

Next Reading Meeting: October a better date. 4:15 time.