



Iowa Reading Research Center Advisory

Meeting Notes

Date: January 22, 2013

Time: 9:00-2:30

Location: Room A Department of Education

MEMBERS PRESENT:

Barbara Shafer, Barbara Ohlund, Charlie Bruner, Clark Goetz, David Tilly, Deb Hindman, Jason Ellingson, John Hosp, Kris Donnelly, Lea Davidson, Lindsay Grow, Michelle Hosp, Mike Beranek, Phill Wise, Ralph Reynolds, Rita Martens, Salli Forbes, Sara McInerney, Shari Kuehl, Tania Johnson, Thomas Mayes

AGENDA ITEM: Welcome

Expected Outcome	Lead	Follow Up
	Lea Davidson Iowa Department of Education	

Notes: At 9:02 a.m., Lea Davidson opened with thanks to everyone for serving on the advisory committee and introduced Iowa Department of Education Assistant Director David Tilly and Interim Director of the Center, Sara McInerney.

Davidson also thanked members for their involvement and talked about the origin of the committee.

Davidson had each member introduced themselves and the organization they represented.

AGENDA ITEM: Roles and Responsibilities

Expected Outcome	Lead	Follow Up
	David Tilly Iowa Department of Education	

Notes: Tilly reviewed the roles and responsibilities that this group had created as well as addressing those outlined in SF 2284 and the administrative rules chapter 61.

- Serve as advisors to the Iowa Department of Education and the Director of the IRRC to bring the Center's vision and mission to fruition.
- Stay abreast of emerging trends, research, and effective literacy practices

- Continually review the Center's priorities and projects.
- Address issues of duplication of effort across the state.
- Assist the Director to review proposals for quality, viability, and impact.
- Foster collaboration across the Iowa reading research and evaluation community and serve as a facilitator in identifying additional research needs and ways to apply research to practice in Iowa schools and communities.
- Evaluate the effects of the various projects and activities of the Center.
- Provide input to the host and the Iowa Department of Education on the performance evaluation of the Director.
- Represent stakeholder voices and perspectives in the area of literacy.

AGENDA ITEM: Review of IRRC priorities and a backward look at SF 2284 and the ICCR final report

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: McInerny reviewed each of the documents and Advisory members then provided input into the priorities for this year. Responses were as follows:

- Needs Assessment
 - Contract Consortium
- Intensive Summer Reading Program
 - Develop framework
- Administration
 - Continuous communication
- Informal online presence for advisory committee/council
- On-going...truly inform student growth as well as what teachers are doing
 - Not a one shot deal!
- Data – One person's output (0-5)...another person's input (5 - →)
- Current state of literacy profiles
 - Annual report
 - Data cycle...revolving
- Skills – what are the basic skills needed to be proficient?
 - Proficiency needs to be with the instructional progression; not just over all; attached to the Iowa Core

- Reading performance and instruction for K-3, data collection and looking at current practices that are effective and research based here in Iowa and around the country
- Intensive Summer Literacy Program
- Strategies for identifying and providing evidence-based interventions
- Professional development strategies
- Online resource
- Alignment of other resources Rtl and collaborating for kids
- How do we make connections to PK?

AGENDA ITEM: Needs Assessment

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: McInerny reviewed the draft of the Needs Assessment Proposal. Advisory members added their thoughts as to items that needed to be included in the proposal. Their ideas were as follows:

Needs Assessments

- Timeframe – at least December
- What is happening in schools
 - Is it successful?
 - Why is it?
- Fidelity of implementation
 - Instructional & systemic levels
 - Materials, what is being used?
- Teacher knowledge (of curriculum & standards)
 - Theory of literacy instruction
- Student-growth as definition of success
- Data analysis, considers why not just what
- Role of AEA
- Role of teacher leaders/coaches
- Add definitions to the survey (e.g. “curriculum”, “targeted”),
 - Crosswalk between IDM & Rtl
- Consider following up with a phone call or a visit to clarify information
- Make sure the needs assessment collects “new” not “redundant” information
- Who is the target group? Identify the subgroups.
- “Tease out” the curriculum question
 - PK vs. K-6 (?)
 - Do we already have the PK information
- Collect data from various entities
- Timeline?

- What are teachers doing during each level?
- What “tools” are they using during each level?
- How much time for each level?
- Who is providing the actual instruction?
- Support the leaders in providing teachers w/ mentoring, coaching, etc.
- PK-3...What are the pillar components to do this?
- What are the AEA’s doing around this

AGENDA ITEM: Update on Universal Screener and RTI

Expected Outcome	Lead Michelle Hosp Consultant, Iowa Department of Education	Follow Up
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Notes: Hosp reviewed the process that the Department of Education followed with the RFI and RFP to acquire reading assessments for Iowa schools. She reviewed the rubric used and the Request for Information from Venders for a Universal Screening assessment, a progress monitoring assessment and the data tool to access the results.

AGENDA ITEM: Summer School Sub committee

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: McInerny shared that Kris Donnelly will chair this group. The scope of the work and deliverables were shared. Advisory members were asked to submit names of persons to serve on this committee.

AGENDA ITEM: Job Search

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: McInerny shared a draft job description for the Director’s position. Advisory members reviewed the job description and made the following comments:

- Reword “Job Goal” to involve collaboration
- Why “administration”?
- “Foundations” be more explicit
- Experience in obtaining grants
 - Combine with another category
- Experience with program evaluation
- Manage vs. direct?
- Location

AGENDA ITEM: Additional members

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: Advisory members suggested that their be additional members added to the group. Suggestions were:

- Campaign for ground level
- ELL background
- Diversity background
- Parent
- Iowa State
- Summer – Endowed ELL Chair
- Early childhood
 - DE
 - ECI
- Educator Quality
- LEA?

AGENDA ITEM: Systemic changes needed in Literacy

Expected Outcome	Lead David Tilly Iowa Department of Education	Follow Up
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Notes: Tilly asked the group to think about Literacy Needs in Iowa and to provide input.

Group I: Systemic changes

1. Preservice
 - a. Need to know assessments
 - b. Need to know interventions that apply
 - c. Need to have reading endorsement coherence across regents institutions
 - d. Roles of Teacher leaders need to be worked on
 - e. Consider a 1 yr. practicum in a building
 - f. Amend mentoring and Induction code
2. Systemic Framework for Literacy
 - a. Selective abandonment
 - b. Tie to the Iowa Core/Common Core
 - c. **Vett** the Needs assessment against what the framework outlines as best practice
 - d. Need teacher buy in and voices at the table
 - e. imbed continuous improvement into the framework so that it doesn't become stagnant and outdated.

3. Existing teachers and administrators
 - a. Need role expectations
 - b. Include both knowledge and pedagogy
 - c. Need knowledge of assessments
 - d. Tied to same expectations and skills as preservice teachers.
 - e. Teachers need to understand the why
 - f. Revise recertification rules?
 - g. Increase and fund additional PD time not stand and deliver
 - h. Check Appalachian State and Arizona State

Center could do periodic Updates to keep teachers informed about evidence based practices

Group 2:

1. Standardized curriculum for pre-service teachers
2. Continue to expand Voluntary 4 year old preschool program (mandatory?)
3. Ensure wrap around services for early childhood (all Kids)
4. Supports for teachers
5. Supports for administrators distributive leadership? Elmore? Curriculum?
6. Multi age experiences
7. Minimize competing initiatives
8. Literacy interaction- limit ratio of teachers to students
9. Technology integration
10. Parent education –work release?
11. “Reach out and Read”- on a larger scale at any income level.
12. Better connections between preservice teachers and LEAs (stipends for 5th year preservice)
Master teacher stipends, teachers work in schools?

Group 3:

1. Differentiated PD, Core knowledge to knowledge to practice, within the structure of the mentor model. Teacher leader framework make this into literacy experts. Gradual Release.
2. Basic sets of standards for all educators (Higher Ed, RTI, Field experts, specialists, new professionals) for teaching reading/LA/Literacy.
3. Early Learning Framework: (to self assess as a team to find weaknesses)
 - a. Cover the Fab 5?
 - b. Cover the Core?
 - c. Within Tier 2 and 3?
 - d. How are literacy minutes divided?



How is all this supported?

AGENDA ITEM: Review

Expected Outcome	Lead Sara McInerny Interim Director of the IRRC	Follow Up
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Notes: Members brought up the idea that perhaps a Google site would assist with communications. McInerny agreed to create a site.

McInerny thanked members for their participation

The meeting concluded at 2:30

Next Meetings:

April 12, 2013
9:00-2:30
Grimes Office Building Room B50

September 5, 2013
9:00-2:30
Grimes Office Building Room B50

December 5, 2013
9:00-2:30
Grimes Office Building Room B50