



Colorado READ Plan Working Group November 26, 2018 Meeting Summary

Attendees

Read Plan Working Group Members: Melissa Ahlstrand, Meghan Alexander, Katy Baccam, Mary Bair, Eryn Barker, Catherine Beck, Karyn Beisner, Nicole Blanc, Kenneth Davis, Sandy Davis, Rebecca DeMeyer, Carol Enck, Dr. Valentina "Val" Flores, Rachel Graham, Judith Grotke, Noah Hurianek, Jennifer Imel, Kory Jensen, Wendi Kirkpatrick, Therese Llorente, Valerie Lovato, Laurel Mullins, Clare Orndoff, Jodie Oxoteguy, Amy Pitlik, Christina Gillette Randle, Colby Ricci, Lori Sabian, Jeani Frickey Saito, Janelle Swisher, Jennifer Thomson, Cynthia Valdez, Sandra Vazquez, Ed.S.

Colorado Department of Education Staff: Ariana Antonio, Floyd Cobb, Ph.D., Melissa Colman, Ph.D., Anjanette Gallanos, Rachael Lovendahl

Meeting Facilitators from the Rocky Mountain Center for Positive Change: Kara Schmitt and Betsy Kummer

Meeting Objectives

- Give work group participants a chance to get to know one another and identify the strengths and expertise of the members
- Provide an overview of the role of the READ Act and the role of the READ Plan Working Group (RPWG)
- Have an interactive discussion about what is currently happening with the READ Act from the various perspectives in the room to identify questions and priorities for future sessions
- Review a draft survey that CDE will use to solicit additional input from stakeholders about the READ Act

Meeting Activities

Group Introductions

The group participated in general introductions followed by in-depth paired interviews. Pairs of pairs introduced their partners and identified key strengths and skills that individuals hope to contribute in the process. The group has a very diverse set of skills and perspectives that can be drawn upon throughout the process to support learning and enhanced understanding of issues related to the READ Act.¹

READ Act Informative Presentation

The second part of the morning focused on a presentation from CDE in which the following was covered:

- Purpose of Working Group
- Understanding relationships between state laws and rules with local policies and practices
- A review of what is in scope and out of scope for the Working Group

¹ A detailed list of workgroup member skills/areas of expertise can be found in the Meeting 1 Raw Notes.

- General logistical information

The group had a discussion regarding what is in scope for the Working Group. In scope of the Working Group are regulatory (state law or State Board of Education rule) and implementation aspects of READ plans. Out of scope are aspects of the READ Act that do not relate to the creation or use of READ plans.

Defining Group Norms

Following the CDE presentation, members of the RPWG brainstormed the ways in which they will work together (norms) in sessions over the next 13 months. The agreed upon list will be brought to future meetings and reviewed/refined as needed.

How will we work together? Group Norms

1. Define acronyms!
2. Disagree with the idea and not the person
3. Be slow to judge—safe space
4. Be present
5. Project when speaking- ask if you cannot hear
6. Keep a positive attitude
7. Assume positive intent
8. Maintain freedom to revisit ideas and make changes

READ Plan Discussion

After lunch the group reconvened for an interactive discussion about their current experiences with the READ Act. This discussion centered on the following questions:

- To what degree is your experience with READ plans consistent with state requirements?
- What are you not experiencing with respect to state requirements?
- What additional requirements are you experiencing with respect to those from the state?
- What questions do you have about the state requirements after reading the READ Act and READ Act rules?

Members were also prompted to think about the following additional questions:

- What is working well in your community?
- Are there any specific nuances related to your specific region/school/district/experience that you want to share?

Key themes from the discussions were²:

- State versus district requirements for READ plans
 - Clarity is needed surrounding
 - Accountability
 - Monitoring
 - Fidelity
 - Use of a body of evidence
- Duplication of plans
 - Clarity is needed on writing and implementing multiple plans (IEP, ELD, READ)
 - Concerns related to students with dyslexia

² A complete list of comments can be found in Meeting 1 Raw Notes.

- Other issues related to the READ Act
 - Identification of significant reading deficiencies
 - Assessment requirements and challenges
 - Parent involvement and needed resources
 - Training
 - Student with disabilities
 - Resources (i.e., time to write plans, funding for students beyond 3rd grade)

READ Plan Statewide Survey Review

Group members took a draft of the CDE survey designed to obtain input on the READ Act and provided feedback on the instrument in their respective stakeholder groups (parents, teachers, school-level leaders/administrators, and district-level leaders/administrators).

Closing Activity

The group closed with a visioning exercise to consider what has taken place that has allowed for this process to be successful and result in recommendations to strengthen the READ Act.

Meeting Outcomes

All meeting objectives were accomplished and the group generated a large volume of information that will be synthesized and used to inform the upcoming sessions.

The group was engaged and enthusiastic and brings a wealth of knowledge and perspectives that will be incredibly valuable in making recommendations to improve the efficiency and effectiveness of the READ Act plans.

Next Steps

The remaining RPWG dates are as follows:

- Meeting 2 Friday, January 18, 2019
- Meeting 3 Thursday, March 7, 2019
- Meeting 4 Friday, May 3, 2019
- Meeting 5 Monday, June 17, 2019
- Meeting 6 Monday, August 5, 2019
- Meeting 7 Thursday, October 3, 2019
- Meeting 8 Thursday, December 5, 2019

All meetings will be held from 10:00 am to 3:00 pm unless otherwise noted. Meeting venues will be announced and published on the RPWG

webpage: <http://www.cde.state.co.us/coloradoliteracy/readplanworkinggroup>