

Advisory Committee on Teaching and Learning (ACTL)

Minutes

Via Zoom

Wednesday, January 3, 2024

Present: Michael Cieslak, Jenny Roahen Rizzo, Katie Cochran, Anne Paris, Kate McKenney, Melissa Hyatt, Kelli Bergin, David Rowland, Ginnie Gordon, Heather Toronjo, Amy Graham, Greg Eastman, Kristin Devaney, Sara Kirschner, Emily Chua, Marietta Palmer, Trisha Anderson, Jimisha Relerford, Jill Abbott, Maggie Slye, Todd Truitt, Sheryl Adler, Tia Alfred, Sheila Kelly, Jamie McHenry, Erik Johnson, Courtney Markle, Cloe Chin, Jessica Mueller, Janet Sater, Cameron Childs, Shannan Ellis, Carl Seward, Mike Miller, Kate Merrill, Gaby Rivas, Sarah Cruz, Kerri Hirsh

7:00, Welcome; approve December minutes, review meeting norms and subcommittee recommendation process (Jenny Roahen Rizzo and Katie Cochran)

The December meeting minutes were approved, with no questions or objections. Previously announced Legislative Update will be rescheduled.

7:10, Early Childhood Advisory Committee report (Maggie Slye, Kate McKenney, Cameron Childs)

Recommendation 1: Fund PreK Curriculum Resource Adoption

Recommendation 2: Adjust the PreK Application Window to Support Full VPI Enrollment (the committee reported that this recommendation has now become APS policy)

7:30, Math Advisory Committee report (Todd Truitt, Shannan Ellis, Carl Seward)

Recommendation: Fund 15 Math Interventionists to be distributed across all grade levels at certain Elementary Schools (ES) with priority given to schools with the greatest need.

7:50, English Language Arts (ELA) Advisory Committee report (Mike Miller, Kate Merrill, Gaby Rivas, Sarah Cruz, Cloe Chen)

Recommendation 1: APS should hire three district-level writing coaches (one for elementary, one for middle school, and one for high school) to provide teachers with job-embedded professional learning in support of ELAAC's 2022-2023 recommendation.

Recommendation 2: APS should hire two additional district level literacy coaches (one for elementary and one for secondary) to provide teachers with job-embedded professional learning.

8:15, Discussion of feedback on literacy from communities

ACTL reps divided into three breakout groups (two groups of elementary reps and one group of secondary reps) to report on feedback from their communities about literacy instruction. Afterwards each group summarized their main points for the larger group.

8:50, Meeting ends