

# **Agency of Education Update for the Advisory Council on Literacy**

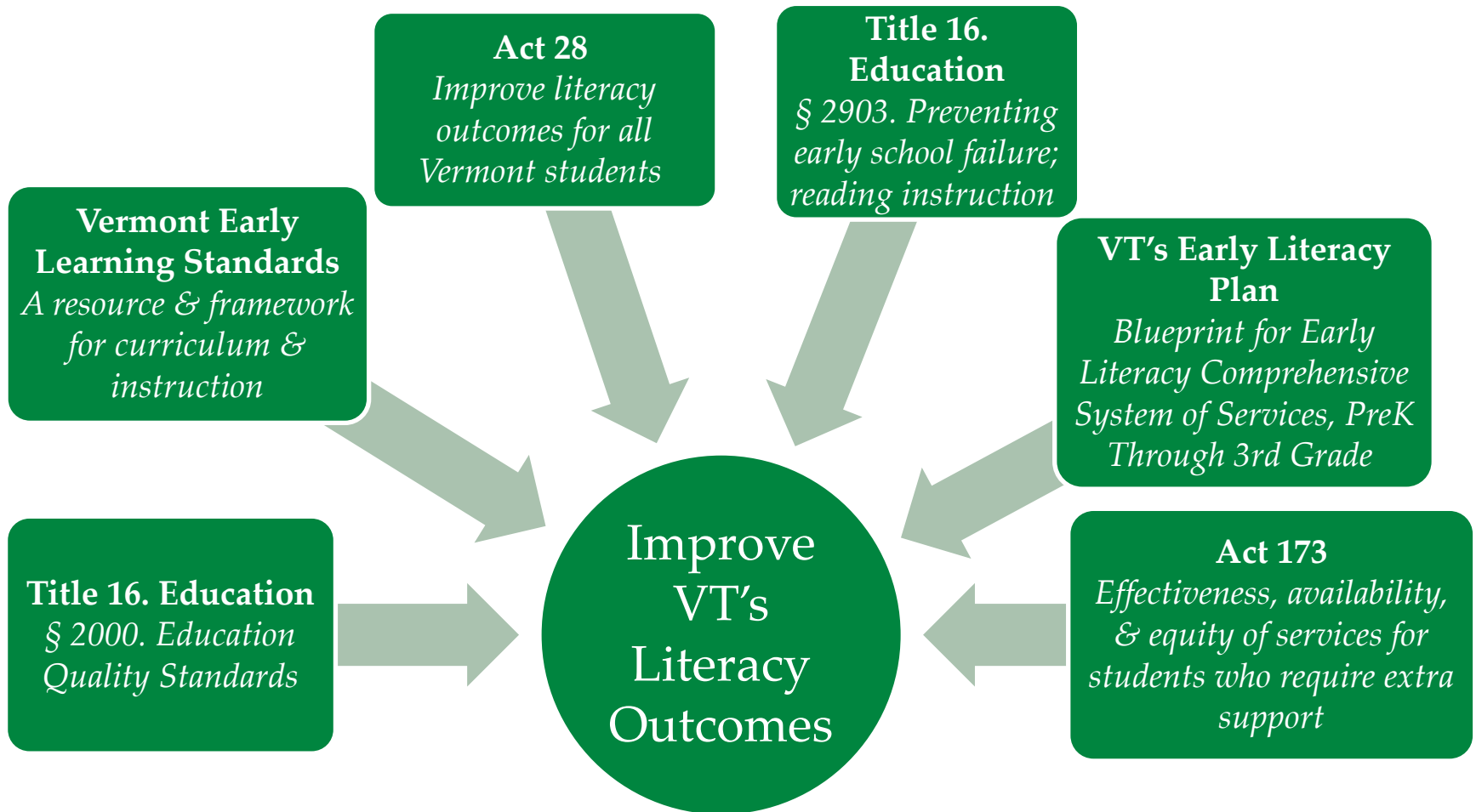
Presentation prepared by the  
Agency of Education

September 14, 2022

# Today's Overview

- Literacy Policy and Practice Drivers
  - Deep dive on Act 173 levers
- 2021-2022 Reflection – AOE deliverables
  - Deep dive on Educator Preparation Program Syllabi review project
- Looking Ahead – AOE focus for 2022-2023

# VT's Literacy Policy and Practice Drivers: An Overview



# Big Picture Setting

[Title 16: Education](#) provides that [the] right to public education is integral to Vermont's constitutional form of government and its guarantees of political and civil rights. Further, the right to education is fundamental for the success of Vermont's children in a rapidly-changing society and global marketplace as well as for the State's own economic and social prosperity.

# Act 173 Policy Levers

## What and Why

*policy levers in service of  
improving literacy outcomes*

### Act 173

*Effectiveness,  
availability, & equity of  
services for students who  
require extra support*



Improve  
VT's  
Literacy  
Outcomes

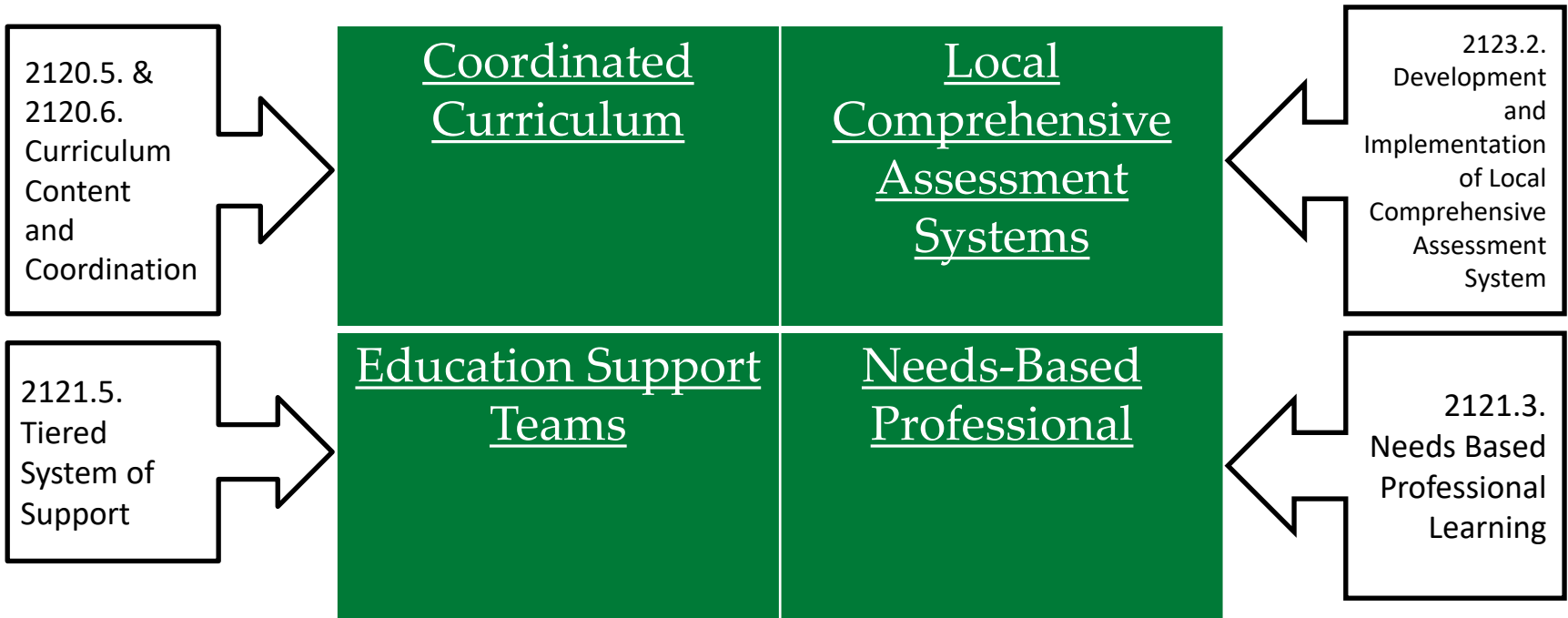
# Why Act 173?

**Why?** The purpose of Act 173 of 2018 is to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in Vermont's schools.

**Why?** "...to ensure that **all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality** and enable them to achieve or exceed the standards approved by the State Board of Education." ([Series 2000 – Education Quality Standards](#))

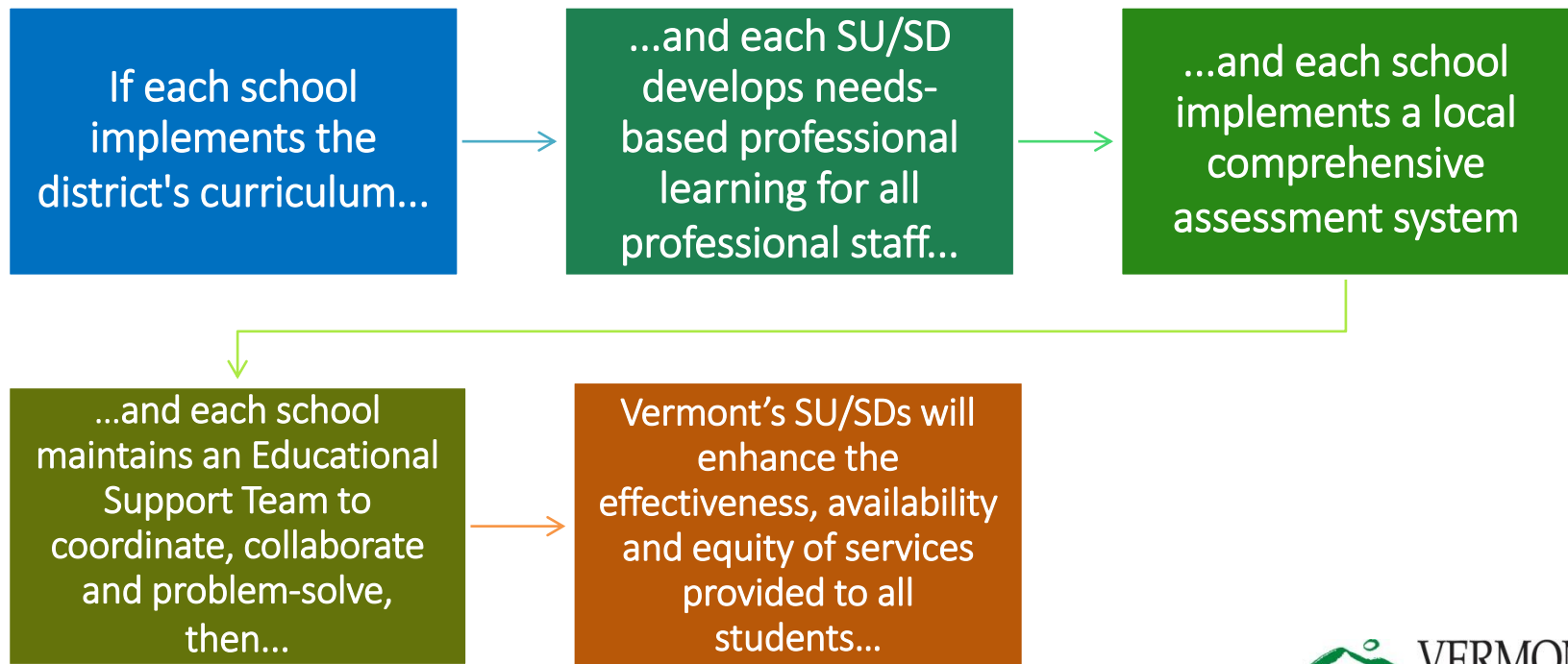
**Why?** Because "[e]ducational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender/identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be." (Adapted from CCSSO, Leading for Equity)

# The Four Levers of Act 173



# Why These Levers?

These levers reflect longstanding Education Quality Standards (EQS) requirements. The AOE believes that if school systems are effectively implementing these four levers, then they will have the systems in place to realize the goals of Act 173. These levers are systemic in nature and require communication, coordination, integration, and collaboration.





# Act 173 Levers = Education Quality Standards

## **2121.3. Needs Based Professional Learning.**

*“Needs-based professional learning” means staff learning based upon needs identified through an examination of student performance and organizational and instructional data, and which is aligned with the school’s Continuous Improvement Plan*

**2121.5.** Tiered System of Support. [...] *each school shall ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards. This system shall be aligned with the school’s Personalized Learning Plan structures, and specific student support services shall be specified within a student’s Personalized Learning Plan.*

**16 V.S.A. § 2902.** Tiered system of supports and educational support team...The tiered system of supports shall, **at a minimum, include an educational support team**, instructional and behavioral interventions, and accommodations that are available as needed for any student who requires support beyond what can be provided in the general education classroom and may include intensive, individualized interventions for any student requiring a higher level of support.

# Act 173 Levers = Education Quality Standards

## **2120.6. Curriculum Coordination.**

- a. aligned with the standards approved by the State Board of Education;*
- b. coordinated across all grades to prepare students for graduation;*
- c. coordinated across the supervisory union, including sending high schools and technical centers;*
- d. informed by ongoing review of new research, changing learning opportunities, and updates to the standards approved by the State Board of Education;*
- e. designed to enable all students to achieve the graduation requirements; and*
- f. integrated with technology across all disciplines*

## **2123.2. Development and Implementation of Local Comprehensive Assessment System.**

[...]

- e. informs the development of Personalized Learning Plans and student support;*
- f. provides data that informs decisions regarding **instruction, professional learning, and educational resources and curriculum;** and*
- g. reflects strategies and goals outlined in the district's **Continuous Improvement Plan***

# Four Levers; Four Questions

- How many faculty and staff know, recognize, or would report having a coordinated curriculum in their supervisory union/district and/or school?
- How many faculty and staff feel like they are getting sufficient needs-based professional learning based on student outcomes and performance?
- How many faculty and staff feel like there is an effective Education Support Team structure that supports examining, responding to and addressing the needs of students?
- How many faculty and staff know what their Local Comprehensive Assessment System is and how it informs Needs-Based Professional Learning (NBPL), Education Support Teams (EST) and decision-making within a Multi-Tiered System of Supports (MTSS)?

# Four Levers – What’s the Connection?

- **How do the levers connect to each other?**
  - *Data literacy is strengthened through **needs-based professional development** to increase educator efficacy so that educators are wise consumers of **assessment data**, understanding its properties and appropriate uses.* – [LCAS Making Connections With VTMTSS](#)
  - *SU/SD leadership engages teachers in the **use of student data** to collaborate on **refinement of curricular design**.* – [Coordinated Curriculum Making Connections With VTMTSS](#)
- **How are these levers drivers of school improvement/continuous improvement?**
  - *These rules are designed to ensure continuous improvement in student performance, instruction and leadership to enable [ALL] students to attain rigorous standards in high-quality programs. (Rule Series 2000 – EQS)*
  - *The wheel: CC → LCAS → EST → NBPL*
- **How are these levers connected to the work of the Advisory Council on Literacy?**

# AOE's Literacy Work in 2022

- **Organizational change to focus on literacy**
  - Created cross-divisional, interdisciplinary team that met on a weekly basis
  - Act 28 Project Manager hired and onboarded
- **Professional Learning**
  - CCSSO Early Learning Network Improvement Community
  - RFP for self-paced online learning modules
  - Vermont Early Learning Standards (VELs) training modules online with VTVLC
- **Developed 15 evidence-based [resources](#), presentations, & reports**
  - Five annotated summaries of [WWC Practice Guides](#)
  - Report on [Literacy Syllabi Project](#)
  - Glossary of common literacy terms and research briefs
  - SBAC & NAEP results, analysis and [follow-Up](#)
  - Presentation prepared looking deeper on literacy outcomes of historically marginalized populations
  - Reading and writing [worksheets](#) to document students have received appropriate instruction & intervention.

# A Deeper Look

*Findings from R1CC's Vermont  
Educator Preparation Program Course  
Syllabi Review: Early Childhood, Early  
Childhood Special Education, and  
Elementary Education*

We'll look at:

1. Why
2. What
3. Who
4. Findings & Recommendations

# Why AOE completed the Syllabi Review

Big Picture: Educator preparation is an important piece of the puzzle to improve literacy outcomes for VT students.

Educational  
Support Teams

Pre-service  
Educator Prep

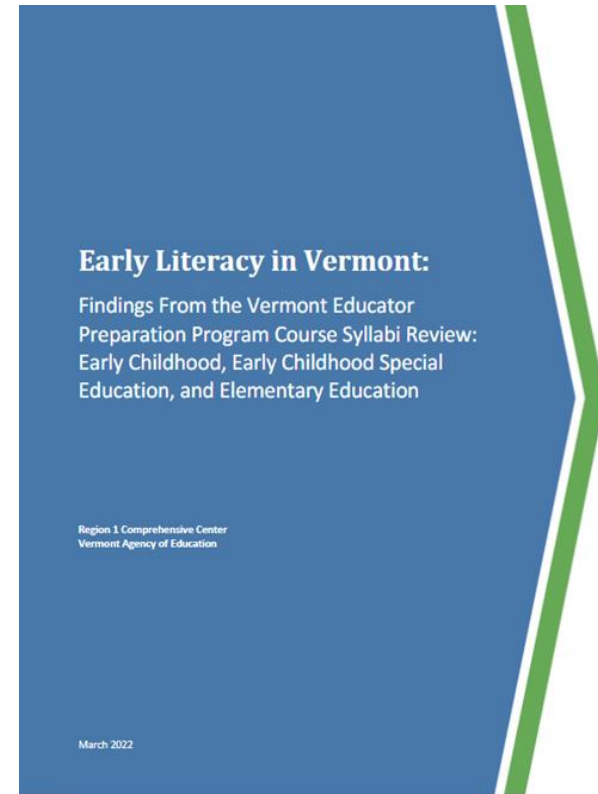
Need-Based  
Professional  
Development

Coordinated  
Curriculum

LCAS

# Purpose of the Study

Review of Educator Prep programs (EPP) syllabi to understand the degree to which Vermont certified teachers, who attended Vermont EPPs were prepared to use evidence-based literacy instructional practices.





# Timeline & AOE Approach

- **January 2021:** AOE began work with the Education Development Center/ Region 1 Comprehensive Center (R1CC)
  - Hit the ground running building off existing work with R1CC
  - Capitalized on R1CC's expertise and experience applying CEEDAR's innovation configuration for evidence-based [reading](#) & [writing](#) instruction for grades k-5
  - AOE Interdisciplinary approach
- **March 2022:** Report complete

# Study Questions

1. To what extent are evidence-based practices in reading and writing instruction represented within program syllabi from the participating EPPs?
2. Do syllabi vary in the intensity and levels of practice-based opportunities associated with the evidence-based practices in reading and writing instruction? If so, how do they vary?

# Study Design

- CEEDAR Center Syllabi Review Design
- 6 EPPs participated
- 20 courses reviewed
- The 6 EPPs reviewed support 60% of educators recommended for certification in early childhood, early childhood special education, and elementary pathways in VT

# Three Steps to Syllabi Review

1. The syllabi were reviewed using two Innovation Configuration (ICs) maps from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
2. Each EPP received a report of their data
3. 5 of 6 EPPs met with the review team invited to discuss results and share additional context about their program

## Essential Components in the IC Maps

### *K-5 Reading Instruction*

1. Influences on Reading Policy and Practice in the United States
  2. Foundation Concepts About Oral and Written Language
  3. Phonemic Awareness
  4. Decoding (Instruction and Principles)
  5. Fluency (Role, Instruction, and Assessment)
  6. Vocabulary (Types, Role, and Instruction)
  7. Comprehension (Instruction and Strategies)
  8. Explicit and Systematic Instruction
  9. Organization for Instruction
  10. Literacy Assessment.
- (Lane, 2014)

### *K-5 Writing Instruction*

1. Writing Is an Essential Part of the Curriculum
  2. Varied Approaches to the Teaching of Writing
  3. Instruction Focused on Process Elements
  4. Instruction Focused on Product Elements
  5. Utilizing Technology in Writing Instruction
  6. Effective Assessment and Feedback for Writing
  7. Instruction Focused on Writing Skills
  8. Learning Through Writing
  9. Promoting Independent and Reflective Writers
  10. Promoting a Supportive Writing Environment
- (Troia, 2014)

# Report Findings

- Early insights into the degree to which Vermont EPPs are teaching preservice educators to use evidence-based practice in literacy instruction in their future classrooms.
- Many offered courses whose syllabi contained evidence of the 10 components identified by the IC maps.

# Reading Results

**Exhibit 3. Essential Components of the IC Reading Map Across the EPPs**

Reading essential component	EPP 1	EPP 2	EPP 3	EPP 4	EPP 5	EPP 6
1. Influences on Reading Policy and Practice in the United States	✓	✓	✓	✓	✓	✓
2. Foundation Concepts About Oral and Written Language	✓	✓	✓	✓	✓	✓
3. Phonemic Awareness	✓	✓	✓	✓	✓	✓
4. Decoding (Instruction and Principles)	✓		✓	✓	✓	✓
5. Fluency (Role, Instruction, Assessment)	✓		✓	✓	✓	✓
6. Vocabulary (Types, Role, and Instruction)	✓		✓	✓	✓	✓

Reading essential component	EPP 1	EPP 2	EPP 3	EPP 4	EPP 5	EPP 6
7. Comprehension (Instruction and Strategies)	✓		✓	✓	✓	✓
8. Explicit and Systematic Instruction	✓		✓	✓	✓	✓
9. Organization for Instruction	✓		✓	✓	✓	✓
10. Literacy Assessment	✓	✓	✓	✓	✓	✓

# Writing Results

**Exhibit 5. Essential Components of the IC Writing Map Across the EPPs**

Writing essential component	EPP 1	EPP 2	EPP 3	EPP 4	EPP 5	EPP 6
1. Writing Is an Essential Part of the Curriculum	✓	✓		✓	✓	
2. Varied Approaches to the Teaching of Writing	✓	✓	✓		✓	✓
3. Instruction Focused on Process Elements	✓	✓	✓		✓	
4. Instruction Focused on Product Elements	✓		✓			
5. Utilizing Technology in Writing Instruction						
6. Effective Assessment and Feedback for Writing	✓	✓	✓	✓	✓	✓
7. Instruction Focused on Writing Skills	✓		✓	✓	✓	✓
8. Learning Through Writing	✓		✓		✓	
9. Promoting Independent and Reflective Writers	✓					
10. Promoting a Supportive Writing Environment	✓	✓	✓	✓	✓	✓

# R1CC Recommendations from the Report

1. Align the content of the Results Oriented Program Approval (ROPA) performance-based approach to evidence-based reading and writing practices.
2. Review EPP courses to learn about preservice teachers' opportunities to apply what they learn in their courses, practice skills, and receive explicit feedback on skill application.
3. Develop and deliver PD for EPPs to ensure preservice teachers have opportunities in classroom settings and with students to apply, practice, and receive feedback on evidence-based reading and writing instructional practices.
4. Develop and deliver PD for districts in writing, focusing specifically on the areas least reflected in the course syllabi.



# Caveats and Takeaways

Important to keep in mind that this is a first step.

What the study does not tell us:

- The details of what is included in a course, such as:
  - Intensity of exposure to various components of reading and writing
  - Field experience
  - Details of content included in assignments (i.e., read Ch 3 does not indicate the content)
- Content area or grade-level of licenses for Vermont's ECE & Elementary educators
- % of VT's Early Childhood & Elementary Education teachers that graduated from VT EPPs that currently teach in VT

# Looking Ahead to FY23

- Finalize procurement process and launch PD modules for VT educators/systems
- Continue collaboration with R1CC on:
  - *Blueprint Playbook*: Tool for systems leaders to put the Blueprint and evidence-base into practice
  - *Community of Practice*
  - *Next steps re: Syllabi Project*
- Family Engagement Literacy Activities
- Early Learning Network Improvement Community
- Local assessment supports and investments

# **Thank You!**

# **Questions Welcome**

Prepared by:

Jess DeCarolis, Division Director, Student Pathways

Emily Lesh, Act 28 Project Manager, Student Pathways