

AOE Update for the Advisory Council on Literacy on Implementation of Act 28 of 2021

Presentation prepared by the
Agency of Education

March 8, 2023

Today's Overview:

- **Background**
 - Quick reminder on purpose of Act 28
 - Literacy policy & practice drivers
- **AOE Updates on Act 28 Implementation**
 - Recommend how federal funds can be used implement Act 173 of 2018
 - Evidence-based practices for literacy instruction
 - Literacy professional development
 - Recommended policies, procedures, to ensure improvements in literacy outcomes are sustained.

Background

Act 28 of 2021

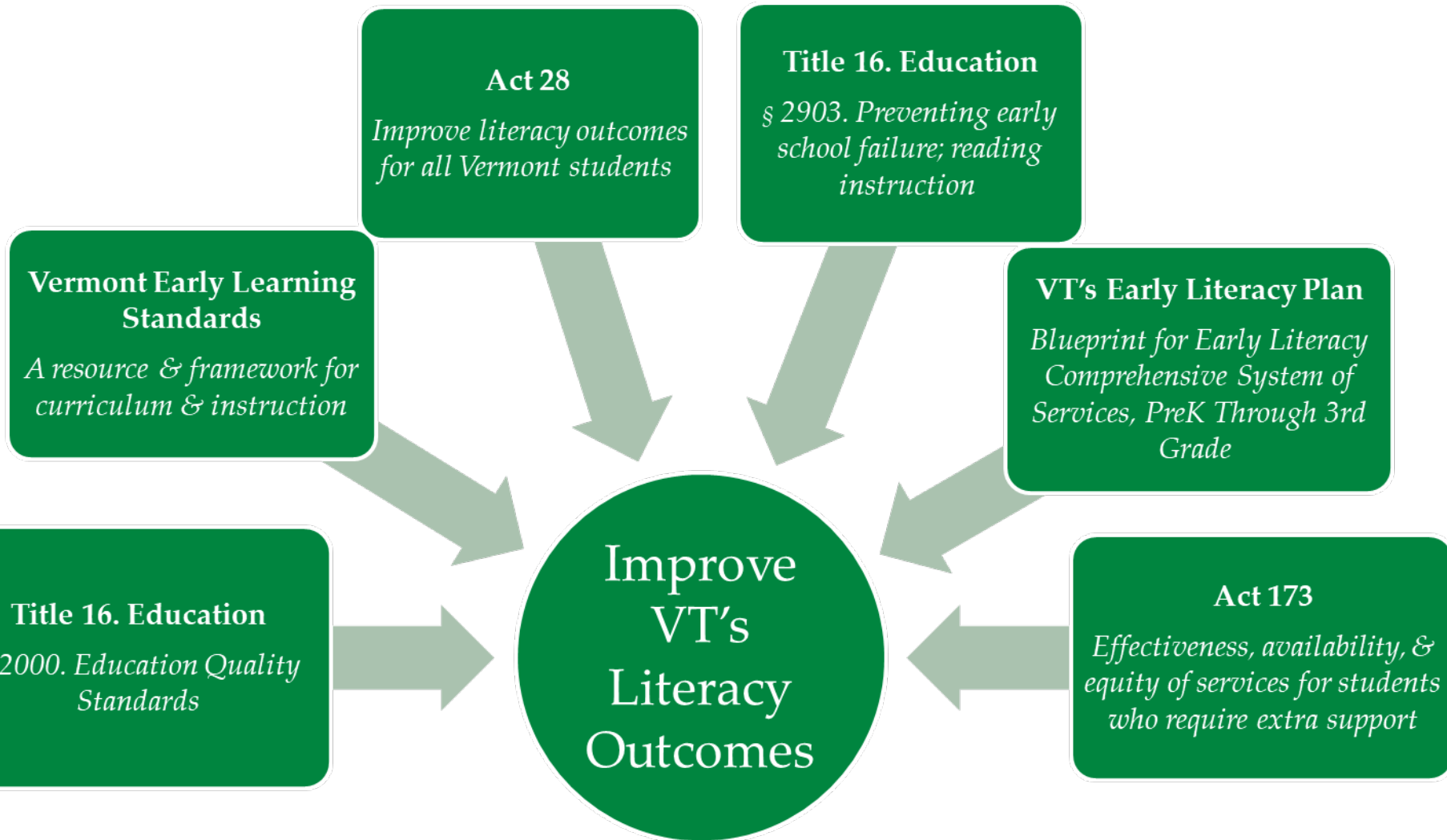
Purpose of Act 28:

- Improve literacy outcomes for all students in the state
- Address learning loss through evidence-based interventions

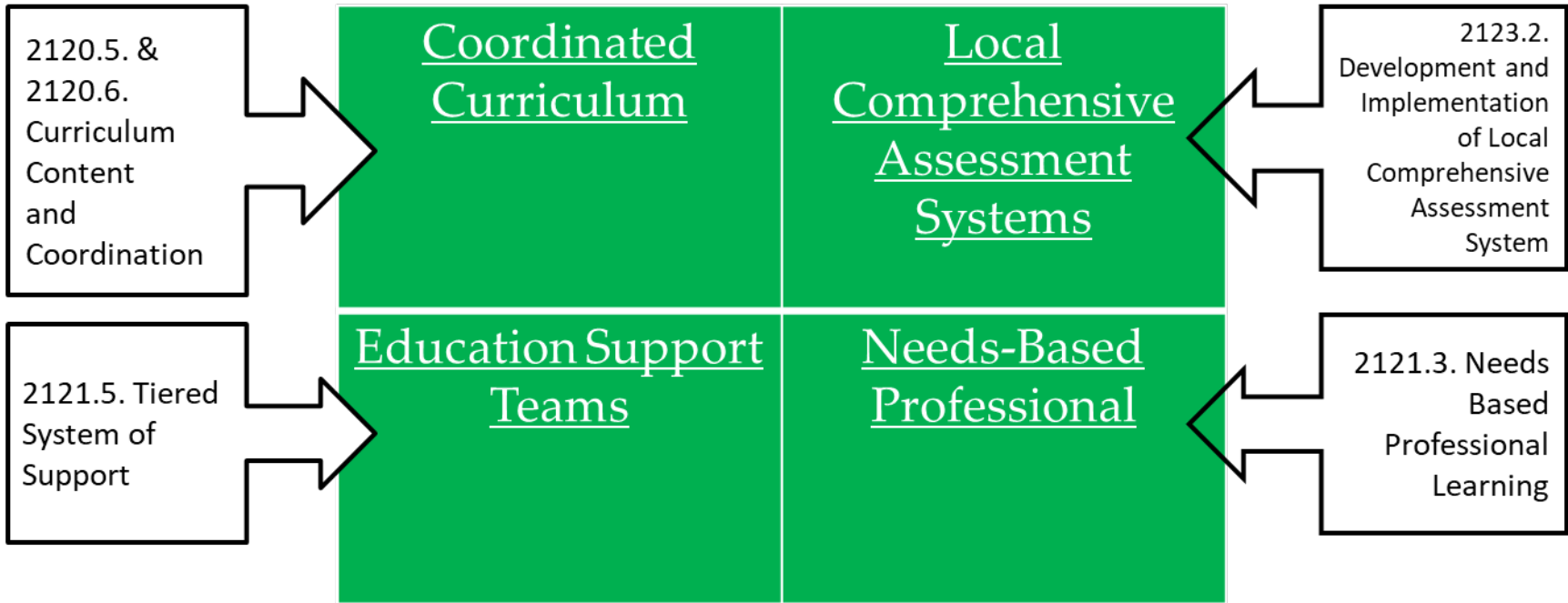
Core Features:

- Established Advisory Council on Literacy to advise AOE, SBE, and GA
- Appropriated one-time ESSER funds to the AOE to support
 - contractor/limited-service position, and
 - “providing professional development learning modules for teachers in methods of teaching literacy and assisting supervisory unions in implementing evidence-based systems-wide literacy approaches that address learning loss...”

State Literacy Policy and Practice Drivers



The Four Levers of Act 173



AOE Updates on Act 28 Implementation

Specifics on Technical Assistance

Act 28 charged the Agency to provide the following technical assistance to supervisory unions:

- (1) recommend how **federal funds can be used to implement 2018 Acts and Resolves No. 173** in the context of improving literacy outcomes;
- (2) **recommend evidence-based best practices** in teaching literacy instruction to students in prekindergarten through grade 3;
- (3) **recommend how to provide professional development** for teachers and school leaders in methods of teaching literacy; and
- (4) **recommend policies, procedures, and other methods** to ensure that improvements in literacy outcomes are sustained.

1. Recommend how Federal Funds can be Used to Implement Act 173

Increasing organizational capacity

- Established cross-divisional team (September 2021) to coordinate Agency literacy efforts and the federal and state sources of funding to support literacy investment at the local and state level.
- Hired and on-boarded Act 28 Project Manager June 20, 2022

Communication & stakeholder engagement

- Coordination with Council, membership organizations, & other stakeholders
- **Surveys of the field**

Identifying & analyzing local literacy investment trends

Investment Trends and Survey Insights

- **Investment trends** from review of local Continuous Improvement Plans and Recovery Plans:
 - Professional Development
 - Programs and/or curriculum
 - ELA/ Literacy Coordinators or Coaches
 - ELA interventionists
- **Survey** to understand local literacy needs & opportunities results being analyzed to inform AOE TA, PD and Literacy activities
 - Local literacy plan development & supports needed to develop and implement plans
 - Existing literacy assets & assessments across SU/SDs and needs
 - Instructional practices & pre-service training of educator workforce

Recommend how Federal Funds can be Used to Implement Act 173 *(Part 2)*

Title funds and State Personnel Development Grant (SPDG) used to support goals of Act 173:

- **VTmtss Framework:** Implementing an effective instruction and intervention delivery system will ensure children and students receive appropriate instruction, intervention and/or services as soon as a need is identified by educators, families, or students.
- **Early MTSS:** Innovation neutral and implementing practices to fidelity helps to ensure each and every child has equitable access and can fully participate in daily routines and activities within their learning across all environments.

In service of equitable access to high-quality instruction and interventions birth through age 21.

2. Evidence-based Best Practices in Literacy Instruction PK-3

- Over 20 evidence-based [resources](#), presentations, & reports currently posted on Advisory Council website
- Designing evergreen webspace to include:
 - Evidence-based practices, research, & recommendations
 - Form for field research & TA requests
 - Office hours for TA and collaborative problem-solving
- **Collaboration with R1CC** to develop:
 - Literacy Blueprint Playbook
 - Community of Practice

Evidence-based Best Practices in Literacy Instruction PK-3 *(Part 2)*

- [Request For Proposals](#) (RFP) for statewide exemplar coordinated curriculum in ELA/Literacy posted & closes April 18, 2023
 - Academically rigorous, culturally and historically responsive
 - Content that integrates explicit and systematic instruction of foundational reading skills, including phonics, phonemic awareness, vocabulary, fluency, reading comprehension, and print concepts; spelling; writing development and skills; speaking and listening development and skills; and language development and skills
 - A pedagogical approach that ensures content is taught in a culturally inclusive and equitable manner; evidence-based and built upon the neurological underpinnings that support literacy acquisition
 - Instructional design to effectively support instruction and learning curriculum for all students
 - Aligned with the Vermont Education Quality Standards
 - Developed through representative engagement and includes sustainability and implementation planning
 - SU/SDs may use voluntarily

Evidence-based Best Practices in Literacy Instruction PK-3 *(Part 3)*

- Contract to support professional learning and coaching to improve local comprehensive assessment systems and data-based decision-making
- Contract to support and advise on Early Warning Systems (RFP closed 3/1/23)

Evidence-based Best Practices in Literacy Instruction PK-3 *(Part 4)*

Assessment

- State and local assessment [resources](#)
- “[Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leaderships Teams](#)” being updated
- Competitive benchmark assessment grants awarded to 13 SU/SDs
- 306 VT Educators attending [Quantile/ Lexile Academy](#)

Evidence-based Best Practices in Literacy Instruction PK-3 *(Part 5)*

Developing English Language Proficiency

- [WIDA 2020 Standards](#) reflected in ELP assessment
- [Helping Content and Grade Level Teachers work with Multilingual Learners](#) (MLs)
 - WIDA's [self-paced training](#)
- [English language proficiency resources](#)

3. Recommend how to provide professional development for teachers and school leaders in methods of teaching literacy

- Pre-service Learning – The EPP Literacy Syllabi Project with R1CC
- Supports for “In Service” Professional Learning

Pre-service Learning – The EPP Literacy Syllabi Project with R1CC

Educator Preparation Program (EPP) report completed in April 2022 assess the degree to which EPPs are preparing teachers to incorporate literacy instruction in their classroom and if preparation is in alignment with the state's Literacy Blueprint.

- Syllabi from five EPPs covered all 10 components for evidence-based reading instruction.
- Syllabi from three EPPs covered 7 or more components for evidence-based writing.

September 14, 2022 [presentation to Council](#) provide in-depth look at results.

Professional Development in Methods of Teaching Literacy for In-Service Educators

Self-paced online professional learning modules in contracting process. RFP required the following:

- Content includes brain development and the neurological processes underlying language acquisition
- Intended to be used by all Vermont educators to provide knowledge around the science behind specific literacy skills of phonics, phonemic awareness, vocabulary, fluency, and reading Comprehension.
- Appropriate for educators regardless of their content areas or grade levels

In-Service Professional Development in Methods of Teaching Literacy (*part 2*)

Professional learning around family engagement in literacy in procurement process

RFP sought a contractor to work with no less than five sites to deliver 5-10 week program cycles including:

1. *Literacy family engagement workshops* that empower families and schools to partner in support of students' literacy achievement; and
2. *Small group supplemental literacy sessions* following an evidence-based curriculum and explicit instruction of phonics, phonemic awareness, vocabulary, fluency, and reading comprehension.

In-Service Professional Development in Methods of Teaching Literacy *(part 3)*

- Vermont Early Learning Standards training developed for hosting in an online platform
- CCSSO Early Learning Network Improvement Community (NIC) with Sharon Walpole
- Collaboration with R1CC to facilitate statewide Community of Practice for literacy educators and develop Literacy Blueprint Playbook
- 306 VT educators attending [Lexile/ Quantile Academies](#)

4. Developing Recommendations Through the Lens of Act 173 Levers

- Revisiting Syllabi project recommendations once Playbook and CoP established for current educators
- Compiling and analyzing survey results to inform policy and procedure recommendations
- Continue to develop supports for local assessment efforts and prompt intervention at the local level

Thank You!

Questions?

*Agency Update to Senate and House
Education Committees.*