

# Vermont Early Literacy Syllabi Review



## High-Leverage Problem

In July 2019, the Vermont Agency of Education (AOE) released its Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade. At the time, about half of third graders had achieved a score of proficient or higher on the statewide third-grade reading assessment. Recognizing that learning to read is critical for success in school and beyond, the AOE expressed interest in understanding the extent to which Vermont's educator preparation programs (EPPs) were preparing teachers to incorporate literacy instruction in their classrooms. In addition, the AOE wanted to determine the extent to which that preparation was in alignment with the Blueprint. By conducting this assessment, the AOE identified areas of strengths and opportunities for increased alignment. This information is being used to inform EPP practice and state policy and to support decision making about resource allocation.



## R1CC Approach

Region 1 Comprehensive Center (R1CC) collaborated with the Vermont AOE to assess the scope and intensity of the literacy practices taught in EPPs in Vermont. The goals were to:

1. Recruit Vermont EPPs;
2. Review their syllabi using the Collaboration for Effective Educator Development, Accountability, and Reform Center's (CEEDAR Center) Innovation Configuration (IC) maps; and
3. Interview EPP faculty to contextualize the results of the review and to discuss strengths, weaknesses, and recommendations.

R1CC was able to recruit six out of 10 EPPs in Vermont, which support 60% of educators recommended for certification in early childhood, early childhood special education, and elementary pathways in Vermont. Across the six EPPs, 20 course syllabi were submitted and reviewed.

R1CC found that educators who complete Vermont's EPP programs are exposed to evidence-based practices (EBPs) for reading and writing instruction. However, integration of EBPs with the state-required Results Oriented Program Approval (ROPA) review criteria, using more of the literacy instruction supports outlined in Act 28 for improving literacy outcomes, and conducting deeper reviews of EPP program content would strengthen Vermont's EPP programs.

**Key Partners:** Vermont Agency of Education; the CEEDAR Center.

## ● — ⊙ — ⊙ → Key Milestones

- Recruited six out of 10 EPPs in Vermont to participate in the review
- Collaborated with the [CEEDAR Center](#) to review EPP course syllabi using their [IC maps](#)
- Collected, deidentified, and reviewed 20 EPP course syllabi
- Developed customized EPP reports that summarized findings from the program review
- Facilitated six interviews with EPP representatives to contextualize their program review summary
- Met with AOE to review and discuss findings and published the final report

## Outputs

- Developed EPP course syllabi review protocol, based on the CEEDAR Center's IC process
- Published the final report: <https://region1cc.org/our-work/projects/educator-preparation-program-literacy-syllabi-review-current>

## Outcomes

*“The service delivery, in my mind, is always top notch. I think that the staff—they’re just always incredibly collaborative and oriented to that kind of customer service model, from being responsive to needs to understanding of people’s time to being attentive to a particular concern. It’s consistent over time.”*