

Early Literacy in Massachusetts:

Part 1. Findings from the Massachusetts Educator Preparation Program Early Childhood and Elementary Education Program Core Course Review

Region 1 Comprehensive Center (R1CC),
Massachusetts Department of Elementary and Secondary Education (DESE)

May 18, 2021



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Contents

	Page
Executive Summary.....	1
Introduction	3
Educator Preparation Program Course Review Objectives and Questions.....	4
Methodology.....	4
Recruitment and Sample.....	5
Review Process	6
Findings.....	7
To what extent are evidence-based practices in reading and writing instruction represented within program syllabi from the participating EPPs?	8
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?	10
Conclusions	16
References	17
Appendix.....	20



Exhibits

	Page
Exhibit 1. Characteristics of the Nine Participating EPPs	5
Exhibit 2. Essential Components of the IC Reading Rubric Represented in the EPPs’ Syllabi.....	8
Exhibit 3. Essential Components of the IC Reading Rubric Across the EPPs	9
Exhibit 4. Levels of Knowledge Building and Application on the Essential Components of the IC Reading Rubric.....	11
Exhibit 5. Essential Components of the IC Writing Rubric Represented in the EPPs’ Syllabi	12
Exhibit 6. Essential Components of the IC Writing Rubric Across the EPPs	13
Exhibit 7. Levels of Knowledge Building and Application on the 10 Essential Components of the IC Writing Rubric.....	15
Exhibit A1. Variation in Intensity Levels Across the EPPs by Essential Components of the IC Reading Rubric	20
Exhibit A2. Variation in Intensity Levels Across the EPPs by Essential Components of the IC Writing Rubric	20
Exhibit A3. Number of Courses Covering Essential Components of the IC Reading and Writing Rubrics.....	21

Executive Summary

In 2019, the Massachusetts Department of Elementary and Secondary Education (DESE) released a [Literacy Strategic Plan](#) that lays out a vision for “[a]n excellent education in English language arts (ELA) and literacy for all students in Massachusetts” (DESE, 2019a). In support of achieving the goals outlined in the strategic plan, DESE seeks to better understand the current landscape of educator preparation programs in Massachusetts and the extent to which they are currently preparing teachers to use evidence-based¹ ELA instructional practices in order to engage the educator preparation field in advancing toward the state’s goals. As part of this landscape review, DESE requested the Region 1 Comprehensive Center (R1CC) to conduct a statewide needs assessment focused on the preparation of teacher candidates in K–3 literacy instruction. To do so, R1CC reviewed 64 syllabi from a voluntary sample of nine educator preparation programs (EPPs) for their early childhood and elementary certification pathways, representing more than 30% of Massachusetts’ recent graduates/program completers. The syllabi were reviewed using two of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center’s Innovation Configurations (ICs) rubrics: Evidence-Based Reading Instruction ([Lane, 2014](#)) and Evidence-Based Practices for Writing Instruction ([Troia, 2014](#)).

R1CC found that many of the volunteer EPPs participating in this review offered reading and writing courses whose syllabi contained evidence of the 10 Essential Components identified by the CEEDAR Center’s IC rubrics. In addition, findings from these nine EPPs include the following:

- The syllabi from six of the EPPs presented all 10 of the IC Essential Components for evidence-based reading instruction.
- Syllabi from three of the EPPs did not cover two key reading components: decoding and phonemic awareness. These are foundational skills that are necessary for students to learn to read (Foorman et al., 2016). Phonemic awareness, the capacity to detect and manipulate individual phonemes or sounds within words, and decoding—the ability to translate a word from print to speech—are powerful predictors of later reading success (Foorman et al., 2016; Lane, 2014).

¹ Evidence-based practices have evidence from formal studies and research to show that they are effective at producing results and improving outcomes when implemented as described in the Every Student Succeeds Act (ESSA) (<https://ies.ed.gov/ncee/wwc/essa>). A recent report from the Council of Chief State School Officers (CCSSO) connects educator preparation programs to reading instruction provided to students and describes how educator preparation programs can improve teachers’ use of evidence-based literacy practices ([CCSSO, 2021](#)).

- Coverage of the IC Essential Components for Writing (Troia, 2014) was less prevalent in the syllabi than coverage of the reading components. The syllabi from eight of the nine EPPs presented just two of the 10 IC Essential Components of evidence-based writing instruction. Writing is a critical skill that predicts success in school and the workplace and allows students to demonstrate, support, and deepen their knowledge and understanding of themselves, their relationships, and their worlds (Shanahan, 2009; Sperling & Freedman, 2001; Troia, 2014).

The findings from this syllabi review are preliminary and based on information found in syllabi from a sample of nine EPPs that volunteered to participate in the review. Though this kind of review has inherent limitations, the results provide early insights. R1CC recommends that future reviews include additional data such as course schedules, calendars, and, if possible, observations of EPP courses and field-based experiences to learn about preservice teachers' opportunities to apply what they learn in their courses, practice skills, and receive explicit feedback on their application of skills. A future review may include training faculty on ways to strengthen programs to ensure preservice teachers have multiple opportunities in classroom settings and with students to apply, practice, and receive feedback on evidence-based reading and writing instructional practices.

Introduction

In 2019, the Massachusetts Department of Elementary and Secondary Education (DESE) released a [Literacy Strategic Plan](#), which lays out a vision for “[a]n excellent education in English language arts (ELA) and literacy for all students in Massachusetts” (DESE, 2019a). DESE’s priority of delivering an excellent ELA/literacy education for every child in the state is informed by the need for all students to develop a strong foundation in literacy. Only 56% of Massachusetts third-graders in 2019 met proficiency targets for ELA (DESE, 2019b). This statistic reflects not student effort or ability, but opportunity and support to learn. Massachusetts consistently leads the United States and the world on national and international assessments of literacy, but Black, Latinx, and low-income students in Massachusetts schools continue to have dramatically different experiences than their White and higher income peers. Massachusetts schools support only 29% of Black and Latinx students to achieve proficient levels in reading, which is less than half the achievement level of White students.² To achieve equity, every student must receive the high-quality curriculum and evidence-based instruction they need and are entitled to receive. Thus, DESE’s Literacy Strategic Plan identifies two areas of focus for the instructional support for ELA and literacy: high-quality core instruction and use of evidence-based practices for early literacy skills.

DESE’s focus on educator preparation is part of this comprehensive Literacy Strategic Plan to build instructional knowledge and skill in evidence-based practices among educators from novice through experienced levels. Anecdotal evidence in Massachusetts aligns with national studies suggesting that all preparation programs do not consistently teach evidence-based practices for early literacy.³ This review is designed to provide greater insight into the current educator preparation landscape in Massachusetts.

DESE requested that the Region 1 Comprehensive Center (R1CC) conduct a statewide needs assessment focused on educator preparation in K–3 literacy instruction and educator implementation of evidence-based literacy practices in K–3 classrooms. The needs assessment comprises the following:

1. A review of syllabi from courses required for an early childhood and elementary certification (EPP Core Course Review)
2. A survey of educators’ current curriculum, instruction, and strategies used in Massachusetts elementary schools

² https://www.nationsreportcard.gov/reading_2017/states/gaps?grade=4

³ <https://www.doe.mass.edu/instruction/literacy-plan.docx>, p. 15.

This report discusses part one of the two-part needs assessment: the methods and findings from the EPP Core Course Review. These findings will be used to inform DESE’s decisions related to policy and supports to strive toward its vision of an excellent education in ELA/literacy for all its students.

Educator Preparation Program Course Review Objectives and Questions

The purpose of the EPP Core Course Review is to review the extent to which EPP syllabi provide evidence that these programs are preparing preservice teachers and providing them with opportunities to practice evidence-based reading and writing instruction. The review focused on syllabi of core courses from a sample of Massachusetts EPPs. These courses are required for individuals pursuing certification in early childhood (prekindergarten–Grade 2) or elementary (Grades 1–6). Using CEEDAR Center’s Innovation Configurations (ICs), a group of trained reviewers examined content in syllabi provided to R1CC from a voluntary sample of nine EPPs that represent 30% of graduates in early childhood and elementary programs. This review addressed the following two questions:

- To what extent are evidence-based practices in reading and writing instruction represented within program syllabi from the participating EPPs?
- 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?

Methodology

The review involved several key activities and processes that are discussed in the sections that follow:

- Identification and recruitment of a sample of EPPs
- Recruitment of faculty members from EPPs to review syllabi
- Training of reviewers and calibration across reviewers
- Systemic review of syllabi

Recruitment and Sample

To elicit the participation of EPPs in the Core Course Review, DESE and R1CC began outreach efforts by facilitating a webinar in October 2020 to present the review project to EPPs. EPPs were given the opportunity to ask questions and learn about the review process. At the end of the webinar, EPPs were asked to contact DESE if they were interested in participating in the project. Outreach and recruitment was open for all EPPs in Massachusetts and focused on ensuring representation from organizations that prepare teacher candidates across Massachusetts, including a range of program sizes, geographic diversity, and public and private higher education institutions. DESE staff conducted initial outreach with interested organizations and introduced them to the R1CC team members, who then followed up with the EPPs to recruit them to participate in the review.

The final sample of EPPs were based in the South Coast, Worcester, Springfield, and greater Boston areas (see Exhibit 1 for a summary description of the EPP sample). The EPPs provided syllabi from courses in their early childhood or elementary education certification programs. The EPPs selected the program type (baccalaureate or postbaccalaureate), certification program to be reviewed, and the syllabi to share with R1CC. All participating EPPs were institutions of higher education. In total, the EPPs provided 116 syllabi. Fifty-two syllabi were removed from the sample because reviewers could not find any literacy content. These excluded syllabi were from mathematics, classroom management, history of the United States, child development, and other courses that did not focus on reading and writing instruction. The reviewers focused on the remaining 64 syllabi, or 55% of the syllabi received, that included literacy content. The average number of syllabi reviewed per EPP was seven.

Exhibit 1. Characteristics of the Nine Participating EPPs

	Programs	Number of Course Syllabi Reviewed
TOTAL	9	64
PROGRAM TYPE		
• Baccalaureate	6	44
• Postbaccalaureate	3	20
CERTIFICATION PROGRAM		
• Early childhood education	1	11
• Elementary education	8	53
PUBLIC/PRIVATE		
• Public	3	20
• Private	6	44

Review Process

R1CC leveraged the CEEDAR Center’s IC system to conduct the syllabi review. The Evidence-Based Reading Instruction for Grades K–5 (Lane, 2014) and Evidence Based Practices for Writing Instruction (Troia, 2014) rubrics were used to analyze the syllabi, as they were well-aligned to the Massachusetts literacy standards for elementary education. CEEDAR uses evidence standards to identify the essential components for evidence-based practices within the ICs. The IC rubrics show not only whether the essential components are taught in a program but also the extent to which candidates are provided practice-based opportunities within the classroom environment.

For the past three decades, ICs have assisted with studying change in education (Roy & Hord, 2004). Although ICs represent a diverse group of tools, they are often utilized to provide a way to self-assess and determine the level of implementation of a specified innovation. The CEEDAR Center developed ICs in a variety of content areas. Each IC identifies “essential components” grounded in evidence-based practices identified from the research and literature in the specified content area.⁴

Five literacy subject matter experts were trained by CEEDAR staff to conduct the program reviews using the ICs, including two faculty members from Massachusetts EPPs. R1CC removed identifying information from the syllabi before sharing them with the reviewers. CEEDAR Center staff hosted a follow-up meeting for reviewers to discuss their reviews and ensure consistency across reviewers.

Essential Components in the IC Rubrics

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)

⁴ The process used in this review was different than the process typically used by the CEEDAR Center. The CEEDAR Center uses the IC rubrics to self-assess programs on the essential components. The data collected are used to identify strengths and gaps of programs and guide reform.

Each participating EPP received a report with the results of a review of their individual program. R1CC gave the EPPs an opportunity to discuss their individual program results with the review team and share additional context about their program. Of the nine participating EPPs, five met with the review team. In the meetings, representatives of the EPPs, who included faculty members and program directors, asked the team about the review process, syllabi reviewed, and the IC rubrics and components. The representatives expressed their appreciation for their individual program review and the opportunity to learn about the strengths and gaps in their core course syllabi. The representatives validated the results of the syllabi review.

Findings

The EPP Core Course review addressed the following primary research questions:

- To what extent are evidence-based practices in reading and writing instruction represented within program syllabi from the participating EPPs?
- 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?

In the first question, we define representation by the descriptions and words included in the syllabi that align to the reading and writing IC rubrics. The words and descriptions come from the course objectives and outcomes, activities (in the field and classroom), assignments, projects, tests/quizzes, and/or demonstrations. For example, in a syllabus that described a book buddy journal activity, we coded the part of the activity that encouraged students' written responses as the "Learning Through Writing" component.

The findings are organized by research question and content area. The results focused on reading instruction are shown first, followed by the results on writing instruction.

To what extent are evidence-based practices in reading and writing instruction represented within program syllabi from the participating EPPs?

Reading Instruction

Findings demonstrate that the essential components of evidence-based reading instruction were represented in the syllabi provided by the participating EPPs. Six of the nine participating EPPs presented all of the essential components for reading instruction as outlined in the IC rubric into the syllabi for their program (see Exhibits 2 and 3). However, decoding and phonemic awareness were fully absent from syllabi in some programs, which is concerning given how critical instruction in decoding and phonemic awareness is for students to learn to read (DESE, 2017; Foorman et al., 2016). Instruction on decoding was missing from syllabi provided by two EPPs and the syllabi from one EPP lacked instruction focused on phonemic awareness.

Exhibit 2. Essential Components of the IC Reading Rubric Represented in the EPPs' Syllabi

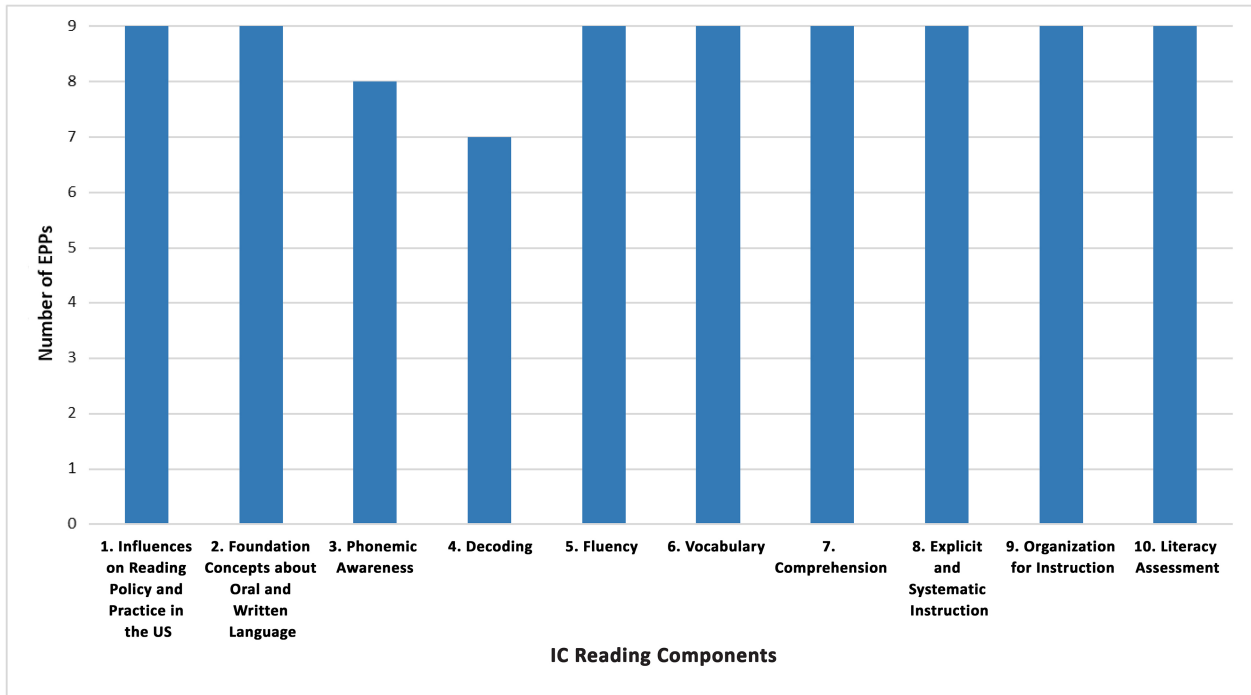


Exhibit 3. Essential Components of the IC Reading Rubric Across the EPPs

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

The data from the sample of nine EPPs suggest that many essential components of evidence-based reading instruction are included in syllabi, and preservice teachers are exposed to the components at some level. However, the syllabi from two of the EPPs lacked a focus on decoding and one lacked phonemic awareness.

In addition to analyzing the content in the syllabi to measure the extent to which it aligned with the IC reading and writing rubrics, we assessed the degree to which preservice teachers had opportunities to both learn and apply the evidence-based practices. Application could involve summarizing journal articles, creating lesson plans, modeling evidence-based practices, tutoring students, and other activities. Importantly, this review of syllabi is limited to application opportunities available in the courses. Programs may offer additional opportunities as part of their prepracticum or full practicum experiences; however, that information is not captured in this review. The following findings examine the levels of practice-based opportunities aligned with the IC reading and writing rubrics.

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?

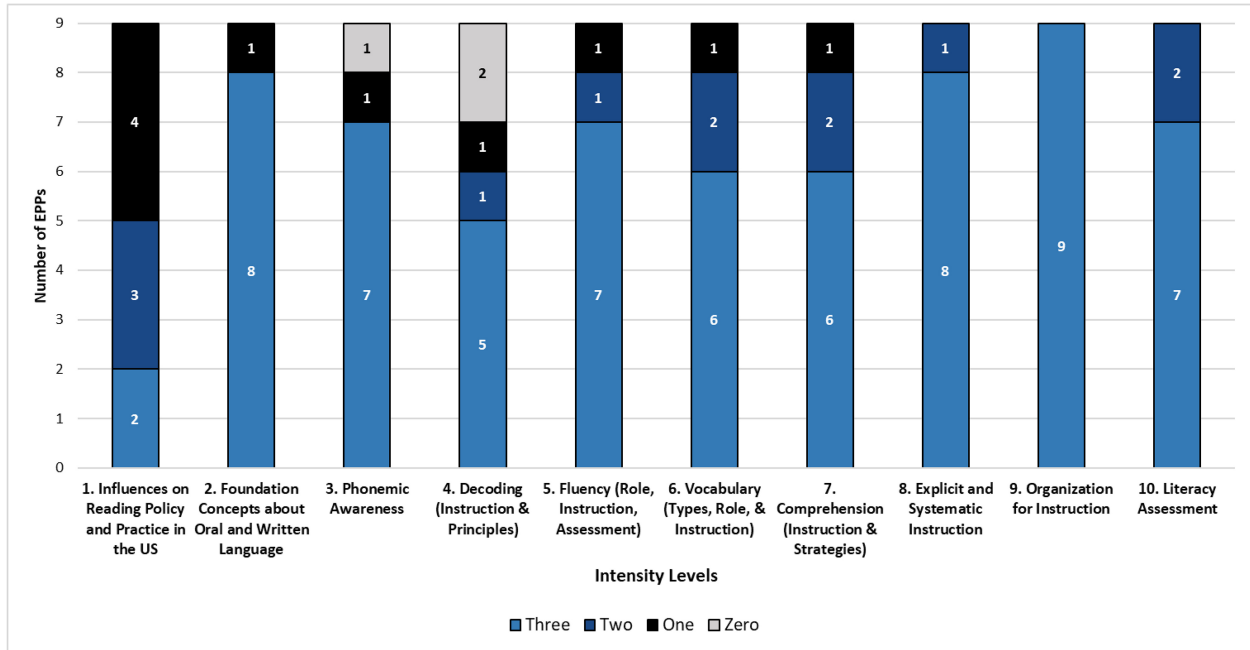
The IC system considers the degrees in the following levels:

- Level Zero: There is no evidence that the essential component is present in the syllabus.
- Level 1: Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.
- Level 2: Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.
- Level 3: Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small-group student teaching, or whole-group internship.

It is important to note there is no “ideal” activity or intensity level for each EPP. The levels are generated as data points to provide information to reflect on strengths and gaps across the EPPs’ syllabi. For instance, it may be acceptable for syllabi to have a Level 1 on activities related to the “Influences on Reading Policy and Practice in the United States” component. In the case of decoding, Level 1 is concerning as teacher candidates need multiple opportunities to practice decoding instruction in authentic ways with varying student populations to be confident that they can effectively teach students how to decode.

Most of the EPPs provided at least a Level 1 activity for preservice teachers to learn the essential components of the IC reading rubric (see Exhibit 4). For more details on the intensity levels across the EPPs by IC reading components, see Exhibit A1 in the appendix.

Exhibit 4. Levels of Knowledge Building and Application on the Essential Components of the IC Reading Rubric



The findings suggest the following:

- The syllabi from the nine EPPs showed the highest level of intensity in their course activities related to the “Organization for Instruction” component. This component focuses on selecting appropriate text for instruction, including the role of reading level, complexity, genre, and interest; grouping for reading instruction (e.g., ability grouping, flexible grouping); planning for instructional intensity, including amount of teacher regulation of learning, group size, instructional time allotment, and opportunities to respond; and managing multi-tiered system of supports (Lane, 2014).
- The syllabi from eight EPPs showed the highest level of intensity in their course activities in “Foundation Concepts About Oral and Written Language” and “Explicit and Systematic Instruction.” The “Foundation Concepts” component includes practices related to the structure of the English language, orthography, morphology, syntax, theories about reading, and other concepts (Lane, 2014). “Explicit and Systematic Instruction” focuses on direct instruction, modeling, providing examples, and other instructional practices.

- The syllabi from three EPPs offered either no activities focused on the “Decoding” component or a Level 1 activity. One EPP did not have any syllabi that included “Phonemic Awareness,” and one EPP had syllabi with a Level 1 activity on that component. This shows the teacher candidates in those courses had limited or no exposure to evidence-based practices in decoding and/or phonemic awareness.
- Syllabi had a limited number of Level 3 activities involving the “Vocabulary” and “Comprehension” components. Research shows that vocabulary occupies an important middle ground in learning to read and is crucial to the comprehension processes of a skilled reader (National Reading Panel & National Institute of Child Health and Human Development, 2000). Reading comprehension, “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002, p. 11), is central to students’ academic and professional success (Shanahan et al., 2010).

Writing Instruction

Among the participating EPPs, the essential components of writing instruction were represented in half of the syllabi provided. Eight of the nine EPPs presented two of the 10 essential components for evidence-based writing instruction: “Writing is an Essential Part of the Curriculum” and “Learning Through Writing” (see Exhibits 5 and 6).

Exhibit 5. Essential Components of the IC Writing Rubric Represented in the EPPs’ Syllabi

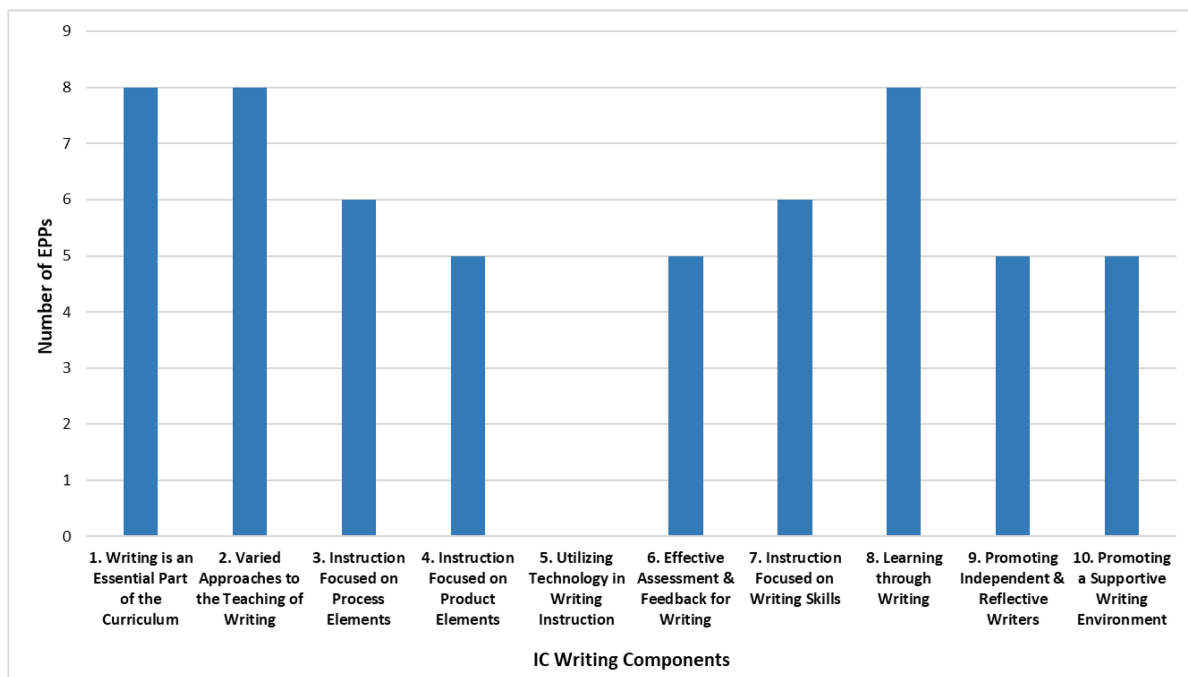


Exhibit 6. Essential Components of the IC Writing Rubric Across the EPPs

Writing Essential Component	EPP 1	EPP 2	EPP 3	EPP 4	EPP 5	EPP 6	EPP 7	EPP 8	EPP 9
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		✓				✓	✓	✓	✓

Writing is a critical skill that predicts success in school and the workplace (Troia, 2014). In K–3, students compose texts to demonstrate, support, and deepen their knowledge and understanding of themselves, their relationships, and their worlds (Shanahan, 2009; Sperling & Freedman, 2001). Key findings are listed as follows.

- None of the syllabi showed evidence of one component: “Utilizing Technology in Writing Instruction.”
- The syllabi from four EPPs lacked instruction that was “Focused on Product Elements.” This critical writing skill component develops from instruction that teachers provide to help students understand and use elements that appear in the text and make the text pleasurable, informative, and/or provocative for the reader (Olinghouse & Wilson, 2013).
- The syllabi from four EPPs lacked “Effective Assessment and Feedback for Writing.” To improve their writing, students need to practice writing a variety of products, and they need effective assessment and ample feedback from teachers and other students to improve their writing (Troia, 2014).

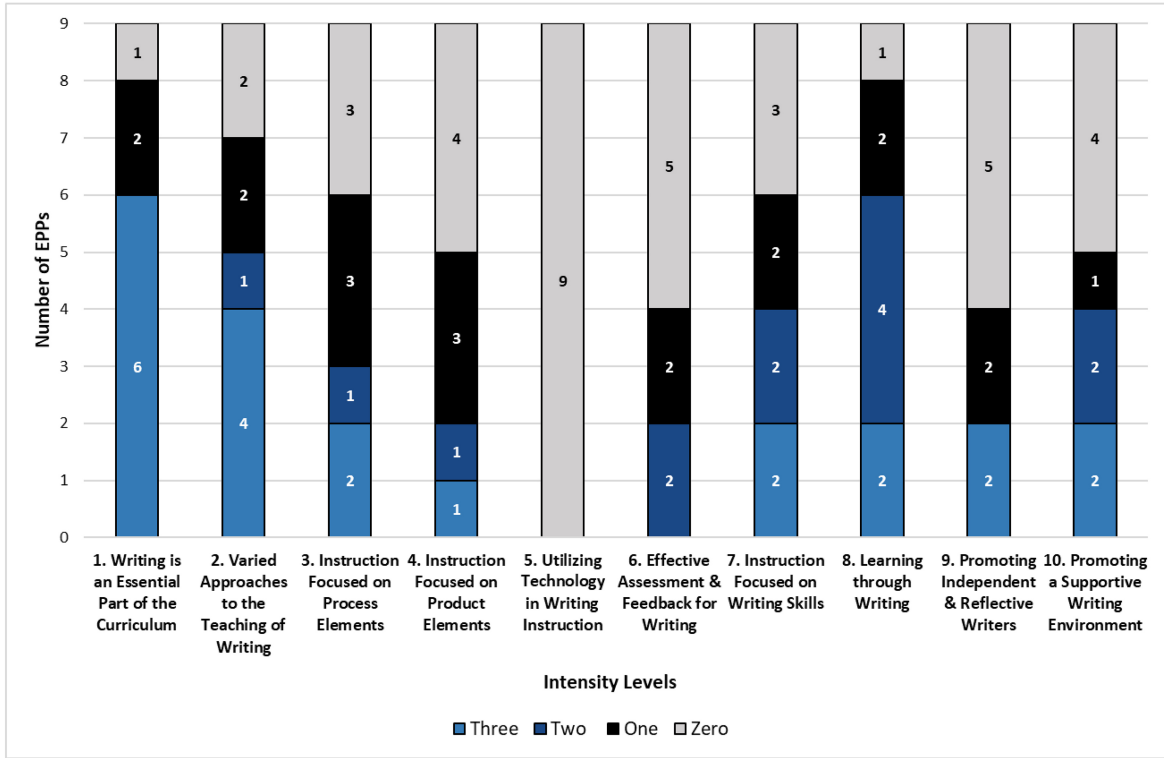
- Syllabi from six EPPs lacked evidence of the following components:
 - “Writing as an Essential Part of the Curriculum,” which includes practices related to the time devoted daily to explicit writing instruction and practice, and time for students to do free writing.
 - “Varied Approaches to the Teaching of Writing,” which include instruction in process and strategy, as well as comprehensive instruction.
 - “Learning Through Writing,” which involves instructional practices that help students use textual and other sources of information as content for writing and to use writing as a means of deepening content and literary knowledge.

These findings align with national research that suggests EPPs may not be exposing teachers to evidence-based practices in writing instruction as adequately as reading instruction (Baggott, 2012). Across the country, teachers have reported feeling less prepared to teach writing and, as a result, report spending less time teaching essential writing skills as compared to reading skills (Baggott, 2012).

In terms of the activities and intensity levels, there was more variation in the intensity levels across the essential components of the IC writing rubric compared to the IC reading rubric (see Exhibit 7; for more details on the intensity levels across the EPPs by IC writing components, see Exhibit A2 in the appendix). Few Level 2 and Level 3 writing activities were noted in the syllabi, which is concerning because preservice teachers need opportunities to apply what they learn by doing more intensive coursework such as projects, case studies, or lesson plan studies or have fieldwork experiences with students such as tutoring, small-group student teaching, or whole-group internship. In addition, we found the following:

- Only one component, “Writing Is an Essential Part of the Curriculum,” had a high level of intense activities compared to the other nine components.
- The components with the lowest levels of intensity were “Effective Assessment and Feedback for Writing” and “Instruction Focused on Product Elements.” In addition, the few courses that focused on these two components used activities that were low intensity and may not adequately prepare teachers to teach these two components.

Exhibit 7. Levels of Knowledge Building and Application on the 10 Essential Components of the IC Writing Rubric



Information from the syllabi suggests minimal opportunities for preservice teachers to apply what they have learned about writing instruction. Research shows that preservice teachers need opportunities to practice with feedback in order to be prepared to teach evidence-based literacy practices (National Council on Teacher Quality, 2020; Salinger et al., 2010). See Exhibit A3 in the appendix for the results of an additional analysis we performed examining the number of courses that covered the essential components of evidence-based reading and writing instruction.

Conclusions

As evidenced in the syllabi of the participating EPPs, the results from the EPP Core Course Review suggest that many of them include evidence-based reading instructional practices within their programs. The majority of the participating EPPs' syllabi addressed all of the essential components of the IC reading rubric. However, some of the syllabi lacked instruction focused on phonemic awareness, decoding, and, to a lesser degree, vocabulary and comprehension. Additionally, syllabi from some of the EPPs showed limited opportunities for preservice teachers to apply what they learned, especially in decoding and phonemic awareness. In particular, the level of application that included feedback on teaching decoding was lower than the other reading components. Teacher candidates need multiple opportunities to practice in order to become expert practitioners. Decoding and phonemic awareness are foundational skills that are critical to students learning to read. It is imperative that preservice teachers learn how to teach students decoding and phonemic awareness.

The findings on writing instruction echo other research (Troia & Graham, 2003) demonstrating that teachers may not be adequately prepared to teach writing and therefore struggle with teaching students to write. The syllabi did not show evidence of incorporating all essential components of the IC writing rubric. In particular, there was either no coverage of certain components or limited coverage or few activities that were highly intensive. This review suggests EPPs need to provide more opportunities for preservice teachers to apply what they have learned about writing instruction.

The findings from this EPP Core Course Review are preliminary and based on information found in syllabi provided by nine EPPs that volunteered to participate in this syllabi review. The findings may not be entirely generalizable across all EPPs in the state. In addition, the review focused only on syllabi that may vary in terms of detail and consistency within and across EPPs. Because syllabi were the main source of information, it is not possible to know the depth or accuracy of coverage of the components of the IC Reading and Writing rubrics as taught and practiced in preparation classrooms.

Though this kind of review has inherent limitations, the results may be valuable to set the stage for a more comprehensive review involving additional EPPs that would provide important insight into programmatic design. R1CC recommends that future reviews collect more data such as course schedules, calendars, and, if possible, observations of EPP courses and field-based experiences to learn how and if preservice teachers have opportunities to practice skills and receive explicit feedback on their application through practice.

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Appendix

Exhibits A1 and A2 show the breakdown of intensity levels across the EPPs by essential component.

Exhibit A1. Variation in Intensity Levels Across the EPPs by Essential Components of the IC Reading Rubric

Reading Essential Component	Intensity Level				
	Zero	One	Two	Three	Average
1. Influences on Reading Policy and Practice in the United States	0	4	3	2	1.78
2. Foundation Concepts About Oral and Written Language	0	1	0	8	2.78
3. Phonemic Awareness	1	1	0	7	2.44
4. Decoding (Instruction and Principles)	2	1	1	5	2.00
5. Fluency (Role, Instruction, and Assessment)	0	1	1	7	2.67
6. Vocabulary (Types, Role, and Instruction)	0	1	2	6	2.56
7. Comprehension (Instruction and Strategies)	0	1	2	6	2.56
8. Explicit and Systematic Instruction	0	0	1	8	2.89
9. Organization for Instruction	0	0	0	9	3.00
10. Literacy Assessment	0	0	2	7	2.78

Exhibit A2. Variation in Intensity Levels Across the EPPs by Essential Components of the IC Writing Rubric

Writing Essential Component	Intensity Level				
	Zero	One	Two	Three	Average
1. Writing Is an Essential Part of the Curriculum	1	2	0	6	2.22
2. Varied Approaches to the Teaching of Writing	2	2	1	4	1.78
3. Instruction Focused on Process Elements	3	3	1	2	1.22
4. Instruction Focused on Product Elements	4	3	1	1	0.89
5. Utilizing Technology in Writing Instruction	9	0	0	0	0.00
6. Effective Assessment and Feedback for Writing	5	2	2	0	0.67
7. Instruction Focused on Writing Skills	3	2	2	2	1.33
8. Learning Through Writing	1	2	4	2	1.78
9. Promoting Independent and Reflective Writers	5	2	0	2	0.89
10. Promoting a Supportive Writing Environment	4	1	2	2	1.22

Exhibit A3 provides an overview of how many courses in each EPP showed evidence of an essential component.

Exhibit A3. Number of Courses Covering Essential Components of the IC Reading and Writing Rubrics

Reading Essential Component	EPP 1	EPP 2	EPP 3	EPP 4	EPP 5	EPP 6	EPP 7	EPP 8	EPP 9
Influences on Reading Policy and Practice in the United States	3	1	3	1	1	2	3	1	2
Foundation Concepts About Oral and Written Language	9	3	5	3	2	3	3	5	3
Phonemic Awareness	3	1	2	2	1	3	0	5	1
Decoding (Instruction and Principles)	3	1	2	0	1	1	1	4	0
Fluency (Role, Instruction, Assessment)	2	1	2	2	1	2	1	4	1
Vocabulary (Types, Role, and Instruction)	2	2	3	3	4	2	2	5	4
Comprehension (Instruction and Strategies)	2	4	4	4	3	3	2	5	4
Explicit and Systematic Instruction	3	2	2	3	2	3	2	5	5
Organization for Instruction	8	4	4	3	5	3	7	10	6
Literacy Assessment	3	1	2	3	1	3	1	6	3
Writing Essential Component									
Writing Is an Essential Part of the Curriculum	2	0	1	3	4	2	3	3	2
Varied Approaches to the Teaching of Writing	0	1	3	2	1	3	1	3	2
Instruction Focused on Process Elements	0	0	0	1	1	1	1	2	1
Instruction Focused on Product Elements	0	0	2	1	1	0	1	1	0
Utilizing Technology in Writing Instruction	0	0	0	0	0	0	0	0	0
Effective Assessment and Feedback for Writing	1	0	0	0	1	2	1	2	0
Instruction Focused on Writing Skills	3	0	2	1	0	3	1	0	4
Learning through Writing	0	2	3	4	2	1	3	2	2
Promoting Independent and Reflective Writers	0	0	1	2	0	0	1	1	2
Promoting a Supportive Writing Environment	0	1	1	0	0	1	1	4	2

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