

Vermont State Personnel Development Grant (VT SPDG)

MTSS Literacy Initiative Summary

The VT SPDG contracted with the Vermont Reads Institute (VRI) at the University of Vermont to develop and implement a professional learning initiative to support the use of evidence-based literacy practices within a Multi-Tiered Systems of Support (MTSS) framework. This includes formal training, coaching, and mentoring. VRI provides literacy experts who facilitate the school-based coaches' professional learning. Three sets of formal training were provided to the 15 schools that have participated in the VT MTSS literacy professional learning initiative since spring 2014.

- **The Leadership Learning Forums: Setting Up for Success in Literacy Learning**, consists of three days of training for literacy coaches and building principals.
- **Essential Modules - Reading Intervention, Assessment, and Comprehension in a Multi-tiered System of Supports for RTII** are full-day workshops on literacy topics central to a comprehensive and systemic approach to RTI.
- **Coaching Forums** is an eight-part training series targeted for VT MTSS literacy coaches.

To reinforce the content learned in the three sets of formal trainings, school-based coaches received sustained coaching from VRI Mentors, who visited each school six times in the first year and three times in the second year. Below are summaries of survey data that demonstrate the impact of VRI professional learning on the knowledge and skills of participating schools' literacy coaches (Chart 1) and those coaches' reported satisfaction with the VRI Mentors (Chart 2).

Chart 1: School-Based Literacy Coaches' Knowledge of and Skill in Implementing the Five MTSS Components*

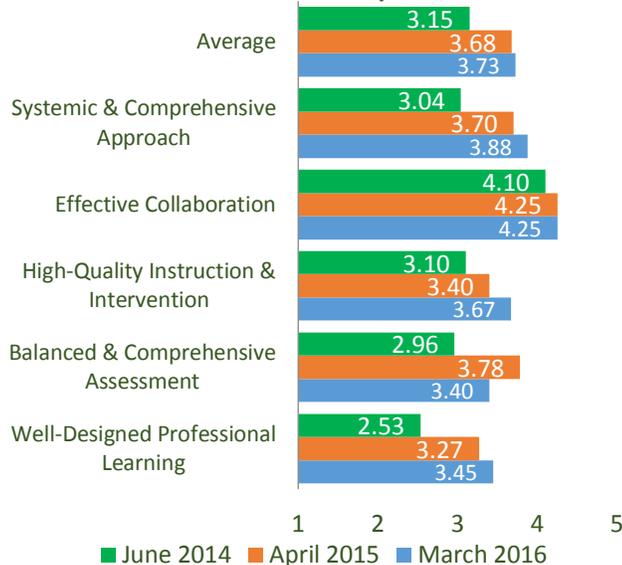


Chart 2: School-Based Literacy Coaches Perceptions of VRI Mentors**



* **Scale:** 1=I have not worked on this, or this is new to me. 2=Beginning Knowledge and Skill. 3= Growing Knowledge & Skill. 4=Working Knowledge & Skill. 5=Strong Knowledge & Skill.

** **Scale:** 1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

"My mentor has had tremendous impact on my knowledge and understanding of a literacy coach, including resourceful ways to approach my role."

"My mentor was a wonderful asset to my training for a reading coach. She was supportive, understanding, and creative in her thinking."

Summary: Five Cohort 1 school coaches took the coaching assessment three times in two years (Chart 1). Most growth in knowledge and skills to implement evidence-based literacy practices was in the first year. This varied by MTSS component. Four of five coaches rated their knowledge and skills of Balanced/Comprehensive Assessments lower in 2016 than in 2015. Mentor satisfaction data collected in May 2016 from 14 Cohort 1 & 2 school coaches was very positive, as most school personnel strongly agreed that VRI professional learning was of high quality (Chart 2).