



Summary of TPI-US WI Landscape Analysis

Overview of TPI-US Work

Since 2013, TPI-US has conducted over 250 program reviews in 22 states. Similar literacy-focused landscape analyses have been conducted in several states in the past few years. In partnership with the Barksdale Reading Institute (BRI), TPI-US recently completed a statewide landscape analysis of early literacy coursework and training for every Alabama public and private teacher preparation program. Through a contract with the Massachusetts Department of Elementary and Secondary Education (MA DESE), TPI-US is currently engaged in a statewide landscape analysis of early literacy coursework in Massachusetts for up to 47 educator preparation providers. For North Carolina, TPI-US has just completed a statewide landscape analysis of early literacy coursework and training for 30 North Carolina public and private colleges and universities, sponsored by the University of North Carolina System Office. In all cases, individual reports have been provided to each institution, and consolidated roll-up reports are delivered to the sponsoring organization or agency. In addition to this work, TPI-US conducts statewide reviews of teacher preparation programs for the Florida Department of Education, including reading coursework and training offered by public and private higher education institutions.

TPI-US builds true partnerships with states where we have worked; in that vein, the TPI-US inspection process is branded with state-specific titles such as site visit (Florida), formative review (Massachusetts), onsite review (Louisiana), program review (Alabama, Arkansas, Delaware), and landscape analysis (Wisconsin). No matter how the process is labeled, the TPI-US commitment to evidence-based practice remains the same: utilizing high-quality quantitative and qualitative data to accurately and convincingly report findings compelling to programs, identify promising practices and provide specific, actionable, and impactful recommendations for program improvement.

Wisconsin Statewide Literacy Landscape Analysis

In 2022, TPI-US was awarded a contract to conduct statewide literacy coursework, “landscape analysis,” through which TPI-US will invite all 13 University of Wisconsin educator preparation programs to participate in a study of evidence-based early reading instructional practices.

Participation by EPPs is an entirely voluntary opt-in, and reports will only be shared with the participating EPP.

For the Wisconsin landscape analysis, TPI-US has been asked to:

- Secure voluntary opt-in participation by UW EPPs
- Develop a literacy-focused rubric, making sure it’s aligned to relevant WI teacher prep standards, and train review teams
- Conduct up to 13 reviews
- Provide **confidential** reports to each participating UW institution



- Deliver a roll-up report of overall findings and recommendations to DPI by November 30, 2023, that will not identify individual institutions.

Benefits to UW institutions of participating in the landscape analysis

- A confidential, no-cost assessment of reading coursework and training strengths and any potential areas for improvement weaknesses from a respected national organization that is independent and employers reviewers that are literacy and teacher preparation experts.
- DPI grants of up to \$100k to each participating institution
 - \$50k to the institution at the completion of its landscape analysis
 - \$50k on the adoption of a program improvement plan responsive to findings and recommendations
- The Summary Report of findings provided to DPI will be anonymous and identify trends, but not institutions.

Wisconsin Aligned Rubric Development

TPI-US will create a WI-state-specific rubric to evaluate coursework quality and how well course instructors model evidence-based early reading instructional practices. This rubric will be aligned to WI early reading content and evidence-based reading practices identified in the report of the National Reading Panel and with research updates published by the Institute for Education Sciences (IES). UW educator preparation program will receive a confidential written report that presents findings and recommendations from the landscape analysis that apply to its early literacy coursework and training. Where appropriate, institutional reports will offer specific recommendations for improvement. Lastly, TPI-US will present summary reports of overall findings and recommendations to the Department of Public Instruction by November 30, 2023. These summary reports will not identify individual institutions in any way.

Quick Overview of the TPI-US Review Process

- Effective communication with EPP faculty and administrative leaders is a core component of the planning process for each formative review. TPI-US works with programs to secure buy-in for review goals and outcomes before and during the launch of individual reviews. TPI-US conducts feedback calls with every reviewed program as part of its internal quality assurance process.
- A trained team of literacy and teacher preparation experts will conduct an onsite review of UW institutions that agree to opt-in to the landscape review.
- TPI-US logistics team, which has significant experience with this work across many states and EPPs, establishes individual landscape analysis schedules for each opt-in provider. Through a daily schedule developed during the landscape analysis planning period, the EPP and TPI-US would establish a set of activities that will enable the review



team to learn about literacy coursework, clinical placement, and support for teacher candidates.

- For university courses, the TPI-US team will review course syllabi and related materials like weekly schedules, assignments, and assessments.
- Other scheduled activities will include direct observation of program coursework that includes attention to any clinical practice connections embedded in content coursework for up to five class sessions and brief interviews with faculty members, and observation of teacher candidates in their final program placements, teaching literacy-focused lessons to determine how well candidates can apply their coursework knowledge.
- The schedule would also include opportunities to observe feedback provided to the candidate by their university mentor.
- Focus groups with teacher candidates and recent graduates to learn about their preparation in literacy.
- At the end of each onsite day, the review team meets with program leaders and faculty to review findings from that day's activities. This meeting is structured as a collaborative discussion; program faculty and staff sit in on every team discussion of evidence with the chance to clarify or add to initial findings.

The TPI-US landscape analysis approach is collaborative and transparent. Programs can feel confident about the quality of the evidence used to assess coursework and training, the integrity of the review team members, and the overall process. TPI-US is careful to ensure there are no overt or implicit conflicts of interest that would affect the objectivity and fairness of a review. Review teams take pains to ensure that report statements are factually correct. Our training, internal monitoring, and ongoing quality assurance deliver consistently high-quality results to providers and other partners.

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