

Preschool through Third Grade Office

P-3 Literacy Team (READ Act)

201 East Colfax Avenue

Colorado READ Act

Evidence Based Teacher Training

Colorado District Request for Review

Application

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READ Act: Evidence Based Teacher Training-District Based Application

# SECTION A: Background & Information

## Background

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of rigorous professional development programs that are related to addressing significant reading deficiencies and to applying an evidence - based intervention instruction and strategies, in addition to programs related to scientifically based and evidence-based training in teaching reading, pursuant 10 C.R.S 22-7-1209. *Colorado districts may request to submit district based professional development that meets the same criteria as those programs included on the READ Act Advisory List of Professional Development Programs. Information for the READ Act Advisory List of Professional Development is below.*

## READ Act Advisory List of Professional Development Programs Advisory List Information

The advisory lists are intended to provide clear guidance on selection of rigorous professional development programs that are related to addressing significant reading deficiencies and to applying intervention instruction and strategies, in addition to programs related to scientifically based and evidence-based training in teaching reading as defined by statute and rule (see Appendix D). See Appendix A for further information on attributes of what is and what is not considered Scientifically Based Reading Research (SBRR).

The advisory lists will be available to Colorado schools and school districts via the Colorado [Department of Education’s website](http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp). Inclusion on this list does not include a provision for expenditure of state funds to providers on the list and there is no guarantee that providers will be selected by schools/districts. The list of providers will be maintained by the Colorado Department of Education (CDE). The department is required to review the advisory lists at least every two years to update the lists and add additional items when appropriate pursuant to C.R.S.22-7-1209 (3)(c).

The main purpose of the READ Act Advisory List of Professional Development Programs is to provide districts and schools with a choice of professional development that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of scientifically based or evidence-based literacy practices.

The department shall create an advisory list of rigorous professional development programs that local education providers are encouraged to use, which include the following criteria pursuant to C.R.S. 22-7-1209:

* Focused on or aligns with the science of reading, including teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension; and
* Includes rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course.

Investing in the professional learning of teachers has tremendous benefits for instruction and student outcomes. Researchers have repeatedly shown that teacher quality is the single most important factor in impacting student achievement (Rivkin, Hanushek, & Kain, 2005). Implementation of a comprehensive and well-planned professional learning system is a critical component to support teachers and improve student literacy outcomes.

**District Based Professional Development**

Colorado Districts may submit, to the department, an application that meets the same criteria as those programs included on the READ Act Professional Development Advisory List. District based applications must demonstrate that the professional development program meets criteria outlined in statute and is aligned to evidence-based reading instruction.

## Criteria

***The department may revise its criteria over time as needed.***

Pursuant to C.R.S. 12-7-1209(2)(V)(c), there are various categories of professional development that can be determined to be included in the CDE Advisory List of Professional Development or can be submitted by a district to meet the criteria of an evidence based training.

At this time, the department is seeking district only submissions for professional development that meets the requirements for the K-3 evidence-based training in teaching reading as described in the Colorado READ Act and corresponding State Board Rules.

## Evidence-Based Training in Teaching Reading

This section is to provide Colorado stakeholders additional options to meet the criteria for evidenced based training in teaching reading required for K-3 teachers to be trained.  **Only submissions from districts will be accepted through this application.**

This category will include professional development that:

* + addresses the content of the Colorado Educator preparation literacy standards referenced in 1 CCR 301-101, section 4.02(5) through 4.02(12) - (see Appendix E)
  + focuses on or aligns to the science of reading, including teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension pursuant to 22-7-1209(2)(c)(I).
    - is based on the science of teaching reading as articulated in the work of the National Reading Panel and subsequent, up-to-date, peer-reviewed, evidence-based research in reading instruction;
  + is aligned to the requirements of the Colorado READ Act and the K – 3 Colorado Academic Standards in reading, writing, and communicating;
  + includes information on how the brain learns to read and the nature of reading difficulties (e.g. dyslexia, generalized language learning disorders) as well as special considerations for supporting culturally and linguistically diverse learners with learning to read.
  + Includes a minimum of 45 hours (1 CCR 301-92, 13.01(C)
  + includes rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course pursuant to 22-7-1208(6)(b) and 22-7-1209(2)(c)(II).
  + produces completion documentation (e.g. certificate, data pull, etc.) that will allow the local education provider (LEP) to submit evidence to the department that the participant passed an end of course assessment which demonstrates participants understanding of evidence-based based practices in teaching reading pursuant to 22-7-1208(6)(b).

## Overview of the Review Process

Pursuant to C.R.S. 22-7-1209 (2)(V)(c), in order be approved for district requested evidence-based training in teaching reading or for inclusion on any professional development list, the following criteria required by statute must be present:

* evaluation of learning throughout the course
* an end of course evaluation that must be passed to successfully complete the course
* minimum 45 hours
* Includes process for documentation of successful completion of the course and end of course assessment (e.g. certificate, data pull)

**An application missing any of the above items will not be reviewed.**

Evidence-based training in teaching reading will be reviewed in two phases. In **Phase 1** reviewers will evaluate programs on the key elements and features of scientifically-based reading instruction, including:

* research alignment
* meets Colorado statute and rule requirements

Programs that meet criteria in *Phase 1* will move on to *Phase 2*.

The **Phase 2** review involves evaluating the extent to which the professional development is aligned to effective instructional practices and CO Elementary Teacher Literacy Standards.

# SECTION B: Timeline

**Professional Development Review Timeline**

**May 6, 2020**

Notification of Application for the Professional Development review released.

**Rolling Application – No set due date**

The application for district submitted professional development for the evidence-based training in teaching reading is on a rolling timeline, so districts can submit their professional development to be reviewed at any time.

CDE will make every effort to review two applications a month beginning in August 2020. CDE will schedule reviews the afternoons of the second and fourth Friday of each month.

All applications will be reviewed in the order in which they were received.

# SECTION C: Cover Page

All requested information must be included to be considered for review.

|  |  |  |
| --- | --- | --- |
| **Contact Information**  \*\**\*to be completed on the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\* | | |
| LEP/BOCES name: | | |
| LEP/BOCES code: | | |
| Contact Person for the Review Submission: | | |
| Mailing Address: | | Webpage: |
| Telephone: | | Email: |
| **Professional Development Program Submission Overview**  \*\*\**to be completed on the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\* | | |
| Professional Development Title: | Publication Year: | |
| **Colorado Elementary Teacher Standards**  After reviewing the teaching standards (see Appendix E), check the box(es) below for each standard addressed within the professional development.  Literacy development  Structure of language  Assessment administration and interpretation  Phonology development  Phonics and word recognition development  Develop fluent automatic reading  Text comprehension development  Vocabulary development  Handwriting, spelling and written expression  Other:  **NOTE:** *Professional development submitted for review for the evidence-based training in teaching reading category must select all the boxes below and complete all the sections of the Phase 2 Worksheet: Alignment to Colorado Teacher Standards.* | | |
| *CDE is currently reviewing only those professional development programs that support K-3 teachers in evidence-based practices. If your program targets additional audiences, please check the boxes below:*  *Select all that apply*  Administrators  Coaches  Teachers  Paraprofessionals  Parents/Families  Other\_\_\_\_\_\_\_\_\_\_\_ | | |

# SECTION D: Reading Development Theory

*\*\*\*All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

This section seeks to understand the district’s history and current beliefs in reading development. Research shows that reading instruction that is focused on the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension is highly effective in teaching young children to read. It is essential that all approved professional development opportunities align to Colorado’s focus on scientifically and evidence-based reading practices. This is essential to ensure knowledge and transfer to practice.

**Write a summary describing the criteria outlined below. A district’s literacy framework that addresses the criteria may be submitted in lieu of a summary.**

* Provide the theoretical model(s) the professional development is grounded in to support alignment with the understanding of how children learn to read. Include the author(s) of the model(s) as well as a citation for the model(s).
* Describe how the brain learns to read, the nature of reading difficulty, and what is required to ensure all students develop reading competency by the end of 3rd grade.
* Describe how the professional development directly impacts and supports understanding of the science of reading and evidence-based practices.

# SECTION E: Professional Development Model & Delivery

*\*\*\*All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

This section requires a summary of the professional development. Refer to Appendix B for information on principles of Evidence-Based Professional Development.

**Topics addressed:**

*Create a bulleted list of the topic(s) addressed within this professional development.*

**Scope & Sequence/Outline**

*Provide a scope & sequence/outline including objectives for learning to clearly explain the content of the professional development. Be specific and identify how the professional development deepens or supports building participant knowledge.*

**Summary of professional development:**

*Write a clear and concise summary of the professional development. This summary must include, but is not limited to, the following:*

* An explanation of evidence-based instructional strategies introduced throughout the professional development.
* A description of how demonstration of new learning is provided (e.g. modeling, videos, etc.)
* A description of how participants will practice/experiment with new learning
* A description of how ongoing support will be provided

**Alignment to the Colorado READ Act and K-3 Colorado Academic Standards**

*Clearly and concisely describe how the professional development aligns to the Colorado READ Act and K-3 Colorado Academic Standards.*

**Alignment with adult learning theory:**

*Write a clear and concise summary of how this professional development aligns with adult learning theory.*

**Evaluation of effectiveness in delivery:**

*Describe the opportunities that participants have to give feedback on the course content and delivery and how this information will be used. See Appendix B for additional support.*

**Contact hours:**

*List the number of contact hours required to successfully complete the professional development.*

# SECTION F: Minimum Statute Requirements

*\*\*\*All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

Pursuant to C.R.S. 22-7-1209 (2)(V)(c) please ensure the following components are present within the professional development being submitted.

**Includes rigorous evaluation of learning throughout the course**

*Please include a short description of the rigorous evaluation of learning throughout the course. In the description include, at a minimum:*

* *the types of assessment*
* *the frequency*
* *how it is scored and what makes it rigorous.*

*Please include an example or where a sample can be located within the materials submitted for review.*

**An end of course evaluation that must be passed to successfully complete the course.**

*Please submit a copy of the end of course evaluation as well as include a short description of how the evaluation will be administered (format) and scored (how data is collected/reviewed).*

**Description of Completion Documentation** (**only required for submissions being reviewed for evidence-based training in teaching reading**)

*The READ Act requires that Local Education Providers (LEPs) submit evidence to the Colorado Department of Education (CDE) that participants passed an end of course assessment which demonstrates the participant’s understanding of evidence-based practices in teaching reading. (C.R.S. 22-7-1208(6)(b)) Describe how successful course completion will be documented and provided to the LEP, so this requirement can be met.*

# SECTION G: Theory of Action & Documentation of Effectiveness

*\*\*\*All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

This section must include a well-designed theory of action which includes the research that informed the professional development and documentation providing evidence that the professional development is producing effective results and improving outcomes when implemented.

**Include the following:**

1. A well-specified logic model that is informed by research or an evaluation that suggests how the professional development likely to improve relevant outcomes.
2. Summary that describes the effort to study the effects of the professional development, ideally producing promising evidence or higher, that will happen as part of the professional development or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the training elsewhere), to inform stakeholders about the success of that professional development. If a study has yet to be conducted, provide a clear explanation summarizing the evidence base that supports the construct and implementation of the professional development being submitted.

# SECTION H: Ongoing Support and Training Staff – Assurances

*All components in this section need to be completed, clearly labeled, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

**Qualifications and training of training staff:**

Provide a description of the qualifications of the district staff or others who will be providing this training if approved. Please include, at a minimum, the following in the description:

* *Standardization of professional development content and supports (e.g. presenter materials, delivery formats, etc.)*
* *Minimum staff qualifications (e.g. knowledge and understanding of the science of reading and evidence-based practices, adult learning theory, effective delivery of content, etc.).*
* *Describe how staff are supported and trained to ensure fidelity and improvement in implementation of professional development (e.g. gradual release, observation feedback from delivering content, technical support with logistics, reflection, participant feedback, etc.)*

If approved, the district is required to maintain the following and provide evidence to the Colorado Department of Education upon request:

* Qualifications and minimum training of staff
* Professional development plan for staff
* List of staff
* Locations staff have trained
* Summary of content staff have trained

**Provide a statement on how the above request will be managed. The CDE may request a signature of agreement to these terms upon approval.**

# SECTION I: Alignment to Teacher Standards

*All components in this section need to be completed, clearly labeled, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*All corresponding sections on the Phase 2 Worksheet: *Alignment to Colorado Teacher Standards* need to completed and submitted. This template can be found in Appendix I.

**District Evidence-based Training in Teaching in Reading**

**Instructions:** The phase 2 worksheet will need to be completed for the district professional development being submitted for review.  In each section, provide notes in the space titled *evidence* as to where in the submitted materials the reviewer may locate content within each section.  Please make sure the notes provided are explicit and succinct.

* Complete all the sections of the worksheet titled: *Phase 2 worksheet-* *Alignment to Colorado Teacher Standards* that align with the professional development being submitted (Appendix I).

*\*note: the written expression section is optional and will not be scored during review.*

A comments section is provided at the bottom of each section on the vendor worksheet.  This provides a space for any additional comments to be made. The information on this worksheet will ensure that reviewers do not overlook critical content.

***NOTE: Applicants may use the worksheet in Appendix I as a template or choose to create their own template. If the applicant chooses to create their own template, all features and content must be addressed in the order presented in the template in Appendix I.***

# SECTION J: Usability

This section must include a clear and concise description (300 words or less) of the following:

* Delivery format (e.g. face-to-face, online only, online with a face-to-face component, etc.)
* Required components necessary to ensure effective results and improving outcomes and how they are packaged. (e.g. combination of different professional developments, one comprehensive professional development opportunity, etc.)
* Pacing
* Transfer to practice support (see Appendix B)

# SECTION K: District Review & Agreement of Application Completion

*\*\*\*All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic* [*smartsheet application form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)\*\*\*

**District Review**

Each district that submits a district professional development for review is required to complete an internal review of their professional development. The internal review should be completed by a team comprised of a variety of stakeholders representing various roles within your system. This team will utilize the CDE K-3 evidence-based teacher training rubric to score the application and materials being submitted.

This team will be required to complete the rubric and provide notes to the CDE for each rating selected for each criterion throughout the rubric.

This pre-scored rubric will be submitted to the CDE within electronic application.

**Agreement of Completion**

An agreement of completion form will be provided online with the application materials. This form will include the information below in this section. Please complete this form and submit with this section of the application.

**In order to be reviewed, the following sections must be completed within the application:**

*Check each box and sign below to indicate each required section has been included and is complete.*

Section C: Completed Cover Page

Section D: Reading Development Theory

Section E: Professional Development Model & Delivery

Section F: Minimum Statute Requirements

Section G: Theory of Action & Documentation of Effectiveness

Section H: Ongoing Support & Training Staff - Assurances

Section I: Phase 2 Worksheet - Alignment to Teacher Standards

Section J: Usability

Section K: District Review & Agreement of Application Completion

Signature - Confirming all parts above are included (sign below)

Printed Name of Representative:

Signature (required):

Date:

# SECTION L: Required Format & Submission Details

**Electronic Submission Requirements:**

*An electronic version of the completed application must be submitted.* Please submit this application, in full, to the [smartsheet form](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146). You will received a confirmation notice once the application has been submitted to the [form](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146). **An incomplete application will not be reviewed by the CDE.**

*The application attachments must be submitted in a PDF form in the “Application Attachments” section of the* [*smartsheet form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146)*.*

Format the filenames as follows:

**SECTION D:** districtname\_EBTT\_SecD\_readingtheory

**SECTION E:** districtname\_EBTT\_SecE\_modeldelivery

**SECTION F:** districtname\_EBTT\_SecF\_minimum

**SECTION G:** districtname\_EBTT\_SecG\_actioneff

**SECTION H:** districtname\_EBTT\_SecH\_trainers

**SECTION I: Phase 2 Worksheet:** districtname \_EBTT\_SecI\_worksheet

**SECTION J:** districtname \_EBTT\_SecJ\_usability

**SECTION K – Scored Rubric:** districtname\_EBTT\_SecK\_rubric

**SECTION K – Agreement of Completion:** districtname\_EBTT\_2020\_signature

**TRAINING MATERIAL:** districtname\_EBTT\_2020\_trainingmaterials

All files (except for the scored rubric) above need to include:

* PDF format
* A footer with the following: *District name, date of submission, and page numbers*

The rubric aligned with section K should be submitted in the original EXCEL format.

If the supporting materials for your application are too large to be attached to the smartsheet form, please reach out to Marisa Calzadillas at [Calzadillas\_m@cde.state.co.us](mailto:Calzadillas_m@cde.state.co.us).

**Please note dropbox, wetransfers etc. will not be accepted if emailed to Marisa without reaching out prior.**

*Once your application submission has been received within the* [*smartsheet form*](https://app.smartsheet.com/b/form/59666a02c39a406c84b4f75b8c5ab146) *you will receive a confirmation response. Should the department need any additional information to determine the decision – an email will be sent to the contact provided within the application*.

**Application Questions:**

Please submit all questions related to the application process to [this survey](https://app.smartsheet.com/b/form/aae2a9d019b446cfbe8b408b6eef1f6c) . A CDE literacy staff member will be updating an FAQ on the application website and will follow up with individual submissions in a timely manner.

# Appendices

# Appendix A: Comparison of Reading Approaches

This chart was adapted from a guide which Dr. Moats, a recognized reading expert, created to help educators and parents gain awareness of programs that are aligned to the science of reading and those that are not. This chart has been included to offer additional guidance on what is and what is not considered Scientifically Based Reading Research.  Additional resources to support the understanding of Scientifically Based Reading Research and evidence-based practices are linked in the final row of the chart.

**Comparison of Reading Approaches**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Scientifically Based Practices** | **Not Scientifically Based Practices** |
| **Phonological and Phoneme Awareness**  ***CCR 301-92, 2.22***  ***CCR 301-92, 2.21***  ***CCR 301-92, 5.01(A)***  ***CCR 301-92, 5.01(B)***  ***CCR 301-92, 5.02(A)***  ***CCR 301-92, 5.03(A)***    ***CCR 301-92, 5.04(A)*** | Explicit teaching of the speech sounds, distinct from the letters that represent them; attention called to sound and word pronunciation; emphasis on blending and separating sounds in spoken words.    [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Minimal or incidental instruction about speech sounds, their features or contrasts; insufficient instruction in separating and blending the sounds in a whole word; confusion of PA with phonics. Instructs teachers to avoid breaking words into their parts. |
| **Phonics and Word Study**  ***CCR 301-92, 2.23***    ***CCR 301-92, 5.01(D)***    ***CCR 301-92, 5.01(E)***    ***CCR 301-92, 5.02(C)***  ***CCR 301-92, 5.03(B)***    ***CCR 301-92, 5.04(B)*** | Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol) correspondences, syllable types, and meaningful word parts (prefixes, suffixes, roots and base words.) Word reading skills are then applied in text reading. “Sound it out” comes before “does it make sense?”    [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Children directed to pay attention to the sense of a sentence before guessing at a word from context and the first letter; “sounding out” the whole word is deemphasized. No systematic presentation of sound-symbol correspondences. Teacher-made “mini-lessons” to address student errors. Avoids phonic readers (also known as decodable readers); uses leveled books without phonically controlled vocabulary. |
| **Fluency**  ***CCR 301-92, 5.01(D)***    ***CCR 301-92, 5.02(D)***  ***CCR 301-92, 5.03(C)***    ***CCR 301-92, 5.04(C)*** | Explicit, measurable goals by grade level for oral passage reading fluency and related subskills; criteria established by research. Rereading, partner reading, reading with a model are validated techniques.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Reading practice in “leveled” books; focus on “miscue analysis” rather than words read correctly. No emphasis on fluency in building subskills. Avoids measurement of words correct per minute. Believes students learn to read by reading, not by instruction on specific skills. |
| **Vocabulary**  ***CCR 301-92, 5.01(F)***  ***CCR 301-92, 5.01(G)***    ***CCR 301-92, 5.02(E)***  ***CCR 301-92, 5.02(F)***  ***CCR 301-92, 5.03(D)***    ***CCR 301-92, 5.03(E)***    ***CCR 301-92, 5.04(D)*** | Teachers preteach words important to the meaning of a text, explain during reading, and practice after reading. Teachers give structured practice using new words verbally and in writing. Teacher-student dialogue “scripted” in the teacher’s manual.    [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | When engaging in text, the discussion by the teacher is nondirective. Although words are important to the meaning of a text may be pretaught, explained during reading, and practiced after reading. No additional explicit instruction or practice is provided to understand word structure and meaning. |
| **Comprehension Skills and Strategies**  ***CCR 301-92, 5.01(H)***    ***CCR 301-92, 5.02(A)***  ***CCR 301-92, 5.03(F)***    ***CCR 301-92, 5.04(E*** | Providing instruction that supports students with understanding ideas expressed in text—supporting their ability to negotiate the linguistic and conceptual barriers such as:   * Directly teaching the structure of both narrative and expository text. * Strategies are overtly modeled and practiced in a planned progression. * Subskills such as choices of diction, grammatical structure, cohesive linkage, organization, and other ways that the author chooses to present ideas.   Teachers’ edition provides guidance.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Teachers instructed to use leveled book reading, big books, and independent trade book reading; teacher modeling (thinking aloud) is the primary instructional strategy. Also known as Reader’s Workshop approach.  Student book choice emphasized. |
| **Writing** | Grammar, handwriting, spelling, punctuation taught systematically, along with many structured opportunities to practice composition. Builds sentence writing skills, paragraph formation, and knowledge of narrative and expository text structures. | Writer’s workshop approach. Emphasizes stages of the writing process and self-expression, rather than mastery of component skills through planned, cumulative practice. Correction given in individual conferences. “Journaling” is a favored activity, because students choose the topic they write about. |
| **Additional Resources for Understanding Scientifically Based Reading Research and Evidence-based Practices:**   * [Ending the Reading Wars: Reading Acquisition From Novice to Expert.](https://doi.org/10.1177/1529100618772271) * [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](https://ies.ed.gov/ncee/wwc/practiceguide/21) * [The National Reading Panel](https://www.thereadingleague.org/wp-content/uploads/2018/09/NRP-Report.pdf) * [The Science of Reading and Its Educational Implications](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4020782/) * [Brief overview provided by Dr. Stanislas Dehaene on how the brain transforms the shapes of letters and characters on a page into the sounds of spoken language.](https://youtu.be/wlYZBi_07vk) * Attributes of Effective Universal Instruction, *CCR 301-92 6.00* (See Appendix D) * Attributes of Effective Targeted and Intensive Instructional Intervention, *CCR 301-92 7.00* (See Appendix E) | | |

Adapted from  [*Moats, 2007*](https://eric.ed.gov/?id=ED498005) *and* [*Shanahan, 2019*](https://shanahanonliteracy.com/blog/why-not-teach-reading-comprehension-for-a-change)

# Appendix B: Principles of Evidence-Based Professional Development

Principles of Evidence-Based Professional Development Research on effective professional development provides solid guidance on evidence-based practices when designing and delivering professional learning for teachers. The findings have repeatedly pointed to four specific features that have the strongest evidence of yielding high gains and rates of transfer. These critical elements include 1. Presentation 2. Demonstration 3. Practice with Feedback 4. Ongoing Support. While each of these components is beneficial, they must all work together to have the strongest impact (Joyce & Showers, 2002). The following table provides additional information about each of these elements and its role within the professional learning model. Professional development that adheres to these suggestions and fits into the overall school plan has been proven to improve student achievement through enhanced teacher practice.

|  |  |
| --- | --- |
| **Elements of Effective Professional Development**  (Joyce & Showers, 2002) | |
| **Presentation of theory/strategy** | When presenting a theory, concept, or strategy, participants must be actively engaged by the presenter. Teachers must be informed of the rationale for the learning and should only be exposed to strategies that are evidence-based and grounded in solid research of proven effectiveness. In this way, teachers gain an understanding of the underlying research base for the new instructional strategy, skill, or concept being presented and the purpose for including it in their instructional practice. |
| **Demonstration of new learning** | After explaining the concept, it should be modeled through live demonstration or video examples that enable the teachers to see the strategy in action. Modeling allows for observation and feedback leading to improved teacher buy-in and understanding. When teachers see the value of the strategy, they are more likely to work toward full implementation of the learning. |
| **Practice and feedback** | It is important that all participants have an opportunity to experiment with the focus strategies presented during the professional development session. Built-in opportunities to practice through role play and peer support are a critical component that sets apart traditional “sit and get” professional development from the more effective models described here. Each opportunity for practice should be combined with immediate and specific feedback on implementation of the new learning. |
| **Ongoing support** | Changes in teaching do not result from a single workshop. Teachers need authentic opportunities to experiment with the new learning and discuss success or barriers with peers. Teachers who receive ongoing support through coaching and/or peer observation while implementing new strategies have a much greater likelihood of effectively transferring the new learning to the classroom. This ongoing support is the most important element to make the leap from teacher knowledge to teacher use in the classroom. Research suggests up to a 95% transfer of new when ongoing coaching is included in the professional development model. |

**Source**: Adapted from [AZ DOE Professional Development Guide](https://cms.azed.gov/home/GetDocumentFile?id=5a5e6b413217e10d64eaa33e)

**Additional Resources to Consider in Implementation**

* [Four Domains for Rapid School Improvement Implementation Framework](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Four%20Domains%20for%20Rapid%20School%20Improvement.pdf)
* [Implementing Evidence-based Literacy Practices](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Implementing_evidencebased_literacy_practices_roadmap.pdf)

# Appendix C: Evaluation

What Is Evaluation?

In simplest terms, evaluation is “the systematic investigation of merit or worth”(Joint Committee on Standards for Educational Evaluation, 1994, p. 3). Systematic implies a focused, thoughtful, and intentional process. We conduct evaluations for clear reasons and with explicit intent. Investigation refers to the collection and analysis of pertinent information through appropriate methods and techniques. Merit or worth denotes appraisal and judgment. We use evaluations to determine the value of something.

[Guskey, 2002](http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx)

**Guskey’s 5 Levels of Evaluating Professional Development**

1.       Evaluation of participant reaction

·       Was the trainer knowledgeable?

·       Were effective opportunities for application provided?

·       Did the session materials contribute to learning?

·       Were facilities and equipment conducive to learning?

·       Were the stated session objectives met?

2.       Evaluation of participant learning

·       Did participants acquire the intended knowledge and skills?

3.       Evaluation of organizational support and change

·       Was implementation advocated and supported?

·       Were sufficient implementation resources allocated?

·       Was the organization positively impacted?

4.       Evaluation of use of new knowledge and skills

·       Do participants consistently apply the new knowledge and skills?

·       Did participant practices change?

5.       Evaluation of student learning outcomes

·       What was the impact on students?

·       How did it affect student performance or achievement?

[Guskey, 2016](https://tguskey.com/wp-content/uploads/Professional-Learning-1-Gauge-Impact-with-Five-Levels-of-Data.pdf)

# Appendix D: Adult Learning Theory

Adult learning refers to a collection of theories and methods for describing the conditions under which the processes of learning are optimized. The research review conducted by Donovan et al. (1999) identified three key elements of the “science of learning.” These were: (1) new material and information is more easily

learned when it is related to existing learner knowledge and is relevant to the learner, (2) mastery of new material and information requires application of the knowledge in the context of a conceptual, procedural, or practical framework, and (3) ongoing monitoring of learning and self-assessment of progress facilitates deeper understanding and continued application of new knowledge or practice. When considering these three key elements, it’s important to keep in mind those leading the learning have an essential role in assisting learners to engage their understanding, building upon other learners’ understanding, correcting misconceptions, and observing and engaging with the learners during the process of learning.

 Donovan, M. et al. (1999)

Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009)

**Six Characteristics Identified in How People Learn**

|  |  |
| --- | --- |
| ***Planning***  **Introduce** | Engage the learner in a preview of the material, knowledge or practice that is the focus of instruction or training |
| **Illustrate** | Demonstrate or illustrate the use or applicability of the material, knowledge or practice for the learner. |
| ***Application***  **Practice** | Engage the learner in the use of the material, knowledge or practice |
| **Evaluate** | Engage the learner in a process of evaluating the consequences or outcome of the application of the material, knowledge, or practice |
| ***Deep Understanding***  **Reflection** | Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying “next steps” in the learning process |
| **Mastery** | Engage the learner in a process of assessing his or her experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria |

[Donovan, M. et al. (1999)](http://www.signetwork.org/content_pages/175-evidence-based-professional-development)

Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009)

Appendix E: Colorado Elementary Teacher Literacy Standards ***1 CCR 301-101 , 4.02***

**Overview**

The Elementary Teacher Literacy Standards are part of the [Elementary Education Endorsement (K-6) outlined in the Colorado State Board of Education Rules](https://www.cde.state.co.us/sites/default/files/docs/cdeprof/4.02%20Elementary%20rules%20%28301-101%29.pdf). An Elementary Education Endorsement is intended for educators interested in teaching at the elementary level in Colorado. In 2016, the endorsement was updated in State Board Rules to ensure alignment to both to the Colorado Academic Standards as well as the Reading to Ensure Academic Success Act (READ Act). The Elementary Teacher Literacy Standards outline and describe practices and competencies for all K-6 teachers to teach students to read proficiently. The Elementary Teacher Literacy Standards are required for K-6 educators in addition to the [Teacher Quality Standards](https://www.cde.state.co.us/educatoreffectiveness/rev-resourceguide).

**Purpose**

Teaching effective reading requires considerable knowledge and skill. In a time of increased focus on standards for student achievement, Colorado’s Elementary Teacher Literacy Standards fill a crucial need by comprehensively addressing the nature of effective reading instruction. This tool can be used to guide the preparation and professional development of those who teach reading and related literacy skills. In addition to the initial endorsement process, this tool can be used as a self-assessment to identify areas of support for continuous professional development.

**Literacy Development|1 CCR 301-101 , 4.02(5)**

An elementary educator that is highly knowledgeable about literacy development is also able to develop oral and written learning, as well as:

* *Understand and explain the language processing requirements of proficient reading and writing including*:
  + phonological (speech sound) processing
  + orthographic (print) processing
  + semantic (meaning) processing
  + syntactic (sentence level) processing
  + discourse (connected text level) processing
* *Understand and explain other aspects of cognition and behavior that affect reading and writing including*:
  + attention
  + executive function
  + memory
  + processing speed
  + graphomotor control
* *Define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences and cultural values).*
* *Know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension and written expression.*
* *Understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.*
* *Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).*
* *Know reasonable goals and expectations for learners at various stages of reading and writing development.*

**Structure of Language|1 CCR 301-101 , 4.02(6)**

An elementary educator is knowledgeable about the structure of language including:

* Phonology (the speech sound system), and is able to:
  + Identify, pronounce, classify and compare the consonant and vowel phonemes of English.
* Orthography (the spelling system), and is able to:
  + Understand the broad outline of historical influences on English spelling patterns, especially AngloSaxon, Latin (romance) and Greek
  + Define grapheme as a functional correspondence unit or representation of a phoneme
  + Recognize and explain common orthographic rules and patterns in English
  + Know the difference between “high frequency” and “irregular” words o Identify, explain and categorize six basic syllable types in English spelling.
* Morphology, and is able to:
  + Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes and derivational suffixes
  + Latin-based prefixes, roots and derivational suffixes
  + Greek-based combining forms
* Semantics, and is able to:
  + Understand and identify examples of meaningful word relationships or semantic organization.
* Syntax, and is able to:
  + Define and distinguish among phrases, dependent clauses and independent clauses in sentence structure
  + Identify the parts of speech and the grammatical role of a word in a sentence.
* Discourse Organization, and is able to:
  + Explain the major differences between narrative and expository discourse
  + Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence)
  + Identify cohesive devices in text and inferential gaps in the surface language of text.

**Assessment Administration and Interpretation|1 CCR 301-101 , 4.02(7)**

An elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:

* *Understanding the differences among screening, diagnostic, outcome and progress monitoring assessments.*
* *Understanding basic principles of test construction including reliability, validity, norm-referencing and criterion- referencing.*
* *Understanding the principles of progress monitoring and the use of graphs to indicate progress.*
* *Knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing.*
* *Recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.*
* *Interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations.*

**Phonology Development|1 CCR 301-101 , 4.02(8)**

An elementary educator is able to develop phonology, and is able to:

* *Identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.*
* *Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).*
* *Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.*
* *Understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.*
* *Understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.*
* *Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.*

**Phonics and Word Recognition Development|1 CCR 301-101 , 4.02(9)**

An elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

* *Knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.*
* *Understanding principles of explicit and direct teaching; model, lead, give guided practice and review.*
* *Stating the rationale for multisensory and multimodal techniques.*
* *Knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.*
* *Understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.*

**Develop Fluent, Automatic Reading|1 CCR 301-101 , 4.02(10)**

An elementary educator is able to develop fluent, automatic reading of text, in addition to:

* *Understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.*
* *Understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction.*
* *Defining and identifying examples of text at a student’s frustration, instructional and independent reading level.*
* *Knowing sources of activities for building fluency in component reading skills.*
* *Knowing which instructional activities and approaches are most likely to improve fluency outcomes.*
* *Understanding techniques to enhance a student’s motivation to read.*
* *Understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.*
* *Understand the relationship between accuracy and reading fluency.*

**Vocabulary Development|1 CCR 301-101 , 4.02(11)**

An elementary educator is knowledgeable about vocabulary development related to reading instruction, in addition to:

* *Understanding the role of vocabulary development and vocabulary knowledge in comprehension.*
* *Understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.*
* *Knowing varied techniques for vocabulary instruction before, during and after reading.*
* *Understanding that word knowledge is multifaceted.*
* *Understanding the sources of wide differences in students’ vocabularies.*

**Text Comprehension Development|1 CCR 301-101 , 4.02(12)**

The elementary educator is able to develop text comprehension including:

* *Being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading.*
* *Contrasting the characteristics of major text genres, including narration, exposition and argumentation.*
* *Understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.*
* *Identifying in any text the phrases, clauses, sentences, paragraphs and “academic language” that could be a source of miscomprehension.*
* *Understanding levels of comprehension including the surface code, text base and mental model (situation model).*
* *Understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.*

**Develop Handwriting, Spelling, and Written Expression|1 CCR 301-101 , 4.02(13)**

An elementary educator is able to develop handwriting, spelling and written expression, in addition to:

* *Handwriting:*
  + Knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive.
  + Knowing techniques for teaching handwriting fluency.
* *Spelling:*
  + Recognizing and explaining the relationship between transcription skills and written expression
  + Identifying students’ level of spelling development and orthographic knowledge
  + Recognizing and explaining the influences of phonological, orthographic and morphemic knowledge on spelling.
* *Written Expression:*
  + Understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)
  + Knowing grade and developmental expectation for students’ writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes
  + Understanding appropriate uses of assistive technology in written expression.

# Appendix F: 2020 Colorado Academic Standards

Standards in Reading, Writing, and Communicating

The Colorado Academic Standards in social studies are organized by content area. The four standards of reading, writing, and communicating are:

1. **Oral Expression and Listening**

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

1. **Reading for All Purposes**

Literacy skills are essential for students to fully participate in and expand their understanding of today’s global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver’s test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

1. **Writing and Composition**

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

1. **Research Inquiry and Design**

Effective researching involves critical thinking, thoughtful inquiry, and consideration of multiple points of view on a given topic. Students will generate engaging research questions and gather data, expert testimony, and information to support their analyses and conclusions.

Individually and in collaboration with others, students will learn the skills necessary to consider biases, evaluate sources, synthesize information, and defend their positions. In addition, as students’ progress, they will consider opposing perspectives and address counterarguments to their claims and the evidence they provide in support of their argument.

**Early Literacy:  Kindergarten through Third Grade**

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (\*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish a strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary.  Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

Teachers of reading in elementary schools throughout Colorado should teach students academic language skills, develop an awareness of the segments of sounds, teach students to decode words and analyze word parts, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

*To learn more, please visit the* [*2020 CAS - Reading, Writing, and Communicating Standards Introduction*](https://www.cde.state.co.us/coreadingwriting/2020cas-rw-introduction) *web page provided by the Colorado Department of Education.*

Appendix G: Attributes of Effective Universal Instruction**, *CCR 301-92, 6.00***

The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers.

The following are attributes of effective universal instruction.

* Addresses the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) appropriate to the age, grade, language of instruction and needs of students, recognizing the continuum of reading development and;
* Guided by the assessment of a student’s reading proficiency using a state board approved interim assessment and, based on a student’s level of risk, on an on-going basis through the use of interim assessment probes specific to the student’s diagnosed reading skill deficiencies throughout the academic year and;
* A minimum of 90 minutes of instruction and;
* Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students and;
* Driven by the Colorado Academic Standards

Appendix H: Attributes of Effective Targeted and Intensive Instructional Intervention**,** *CCR 301-92, 7.00*

The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers.

The following are attributes of effective targeted and intensive instructional intervention.

* Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and;
* Delivered with sufficient intensity, frequency, urgency, and duration and;
* Guided by data from diagnostic, interim, and observational assessments focused on students’ areas of need and;
* Directed by an effective teacher in the teaching of reading and;
* Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students;
* Delivered in a small group format.

# Appendix I: Phase 2 Worksheet – Alignment to CO Teacher Standards

|  |
| --- |
| **Instructions:** The phase 2 worksheet will need to be completed for the district professional development being submitted for review.  In each section, provide notes in the space titled *evidence* as to where in the submitted materials the reviewer may locate content within each section.  Please make sure the notes provided are explicit and succinct.   * Complete all the sections of the worksheet titled: *Phase 2 worksheet-* *Alignment to Colorado Teacher Standards* that align with the professional development being submitted. *\*note: the written expression section is optional and is will not be scored during review.*   A comments section is provided at the bottom of each section on the vendor worksheet.  This provides a space for any additional comments to be made. The information on this worksheet will ensure that reviewers do not overlook critical content.  ***NOTE: Applicants may use the worksheet in Appendix I as a template or choose to create their own template. If the applicant chooses to create their own template, all features and content must be addressed in the order presented in the template in Appendix I.*** |

|  |  |
| --- | --- |
| **Phase 2 worksheet: Alignment to Colorado Teacher Standards**  *Complete all components of this worksheet that align with the professional development being submitted*  ***Note:*** *If a professional development does not meet the minimum requirements of phase 1, it will not move forward through phase 2 of the review.* | |
| **Name of Professional Development:** | |
| **Section I: CHILD DEVELOPMENT**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners. |  |
| differentiated instructional strategies that address stages of individual development, language diversity and exceptionality. |  |
| family, culture, economic and societal influences that affect students' learning and academic progress. |  |
| **Comments:** | |
| **Section J:**  **ADMINISTRATION AND INTERPRETATION OF ASSESSMENTS| 1 CCR 301-101, 4.02(7)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| effective administration of a wide variety of ongoing formal and informal assessments that are developmentally appropriate and responsive to the needs of diverse learners. |  |
| effective utilization of assessment results and related data to plan for appropriate student instruction. |  |
| the differences among screening, diagnostic, outcome and progress monitoring assessments. |  |
| basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing. |  |
| the principles of progress monitoring and the use of graphs to indicate progress. |  |
| the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing. |  |
| the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. |  |
| measures of reading comprehension and written expression. |  |
| **Comments:** | |
| **Section K: LITERACY DEVELOPMENT|1 CCR 301-101, 4.02(5)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| How the brain learns to read and the nature of reading difficulties. |  |
| Understanding that learning to read is not natural. |  |
| the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing. |  |
| other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control. |  |
| the environmental, cultural, and social factors that contribute to literacy development (e.g. language spoken at home, language and literacy experiences, cultural values). |  |
| phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression. |  |
| the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing. |  |
| how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression). |  |
| reasonable goals and expectations for learners at various stages of reading and writing development. |  |
| **Comments:** | |
| **Section L:  PHONOLOGY DEVELOPMENT|1 CCR 301-101, 4.02(8)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| the general goal of phonological skill instruction and how to explicitly state the goal of any phonological teaching activity. |  |
| the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). |  |
| the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds. |  |
| the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal. |  |
| the reciprocal relationship among phonological processing, reading, spelling and vocabulary. |  |
| the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. |  |
| **STRUCTURE OF LANGUAGE - Phonology|1 CCR 301-101, 4.02(6)**  **Provide evidence that the product provides instruction in:** | |
| Identification, pronunciation, classification and comparison of the consonant and vowel phonemes of English. |  |
| **Comments:** | |
| **Section M:**  **PHONICS AND WORD RECOGNITION DEVELOPMENT|1 CCR 301-101, 4.02(9)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| the appropriate sequence of phonics concepts from basic to advanced. |  |
| principles of explicit and direct teaching; model, lead, give guided practice and review. |  |
| the rationale for multisensory and multimodal techniques. |  |
| the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing. |  |
| research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed. |  |
| **STRUCTURE OF LANGUAGE - Orthography|1 CCR 301-101, 4.02(6)**  **Provide evidence that the product provides instruction in:** | |
| the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek. |  |
| defining grapheme as a functional correspondence unit or representation of a phoneme. |  |
| common orthographic rules and patterns in English, including:   * the difference between “high frequency” and “irregular” words. * the six basic syllable types in English spelling. |  |
| **Comments:** | |
| **Section N: FLUENCY DEVELOPMENT|1 CCR 301-101, 4.02(10)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read. |  |
| reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction. |  |
| examples of text at a student’s frustration, instructional and independent reading level. |  |
| sources of activities for building fluency in component reading skills. |  |
| instructional activities and approaches that are most likely to improve fluency outcomes. |  |
| techniques to enhance a student’s motivation to read. |  |
| appropriate uses of assistive technology for students with serious limitations in reading fluency. |  |
| the relationship between accuracy and reading fluency. |  |
| **Comments:** | |
| **Section O: VOCABULARY DEVELOPMENT|1 CCR 301-101, 4.02(11)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| the role of vocabulary development and vocabulary knowledge in comprehension. |  |
| the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. |  |
| varied techniques for vocabulary instruction before, during and after reading. |  |
| the multifaceted nature of word knowledge. |  |
| the sources of wide differences in students’ vocabularies. |  |
| **STRUCTURE OF LANGUAGE - Semantics|1 CCR 301-101, 4.02(6)**  **Provide evidence that the product provides instruction in:** | |
| examples of meaningful word relationships or semantic organization. |  |
| **STRUCTURE OF LANGUAGE - Morphology|1 CCR 301-101, 4.02(6)**  **Provide evidence that the product provides instruction in:** | |
| Common morphemes in English, including Anglo Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots and derivational suffixes; and Greek-based combining forms. |  |
| **Comments:** | |
| **Section P: TEXT COMPREHENSION DEVELOPMENT|1 CCR 301-101, 4.02(12)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| teaching strategies that are appropriate before, during and after reading and that promote reflective reading. |  |
| the characteristics of major text genres. |  |
| the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension. |  |
| the phrases, clauses, sentences, paragraphs and “academic language” that could be a source of miscomprehension. |  |
| levels of comprehension including the surface code, text base and mental model (situation model). |  |
| factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text. |  |
| **Comments:** | |
| **Section Q: STRUCTURE OF LANGUAGE - Additional|1 CCR 301-101, 4.02(6)**  **Provide evidence that the product provides instruction in:** | **Evidence:** |
| defining and distinguishing among phrases, dependent clauses, and independent clauses in sentence structure. |  |
| the parts of speech and grammatical role of a word in a sentence. |  |
| **Discourse Organization** | |
| the major differences between narrative and expository discourse. |  |
| Identification and construction of expository paragraphs of varying logical structures (e.g., classification, reason, sequence). |  |
| cohesive devices in text and inferential gaps in the surface language of text. |  |
| **Comments:** | |
| **Section R:**  **HANDWRITING, SPELLING, AND WRITTEN EXPRESSION|1 CCR 301-101, 4.02(13)**  **Provide evidence that the product provides instruction in:**  *These skills would strengthen the professional development for teaching K-3 literacy; however, the criteria below will not limit overall approval due to 1-CCR-301-92, 13.01(C)* | **Evidence:** |
| research-based principles for teaching letter naming and letter formation. |  |
| techniques for teaching handwriting fluency. |  |
| **Spelling** | |
| the relationship between transcription skills and written expression. |  |
| ways to identify students’ level of spelling development and orthographic knowledge. |  |
| the influences of phonological, orthographic, and morphemic knowledge on spelling. |  |
| **Written Expression** | |
| the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation) |  |
| grade and developmental expectation for students’ writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes |  |
| appropriate uses of assistive technology in written expression. |  |
| **Comments:** | |
|  | |

**Appendix J: Terminology:** **Acronyms, abbreviations, and other terminology**

Acronyms and abbreviations are defined at their first occurrence in this request for review.  The following list is provided to assist the reader in understanding acronyms, abbreviations and terminology used throughout this document.

**Coaching:** Coaching is a necessary component for promoting teacher confidence and ensuring competence. Coaching is defined as regular, embedded professional development designed to help teachers and staff use the program or innovation as intended ([NIRN](https://nirn.fpg.unc.edu/module-2/coaching), n.d.)

**Department:** The Colorado Department of Education, a department of the government of the State of Colorado. *C.R.S 22-7-1203 & CCR 301-92, 2.04*

**Evidence Based:** The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. *C.R.S 22-7-1203 & CCR 301-92, 2.09*

* **Oral Language**: The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 2.20*
* **Phonemic Awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning. *CCR 301-92, 2.21*
* **Phonological Awareness:** Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.22*
* **Phonics:** A method of teaching reading and writing by developing learners’ phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. *CCR 301-92, 2.23*
* **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. *CCR 301-92, 2.11*
* **Comprehension:** The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader; (2) the text; and (3) the activity. *CCR 301-92, 2.03*
* **Vocabulary:** Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and for comprehending text. *CCR 301-92, 2.35*

**Implementation:** Implementation is a process involving multiple decisions, actions, and corrections to change the structures and conditions necessary to successfully implement and sustain new programs and innovations. Implementation is not an event.  Implementation is “a specified set of activities designed to put into practice an activity or program of known dimensions.”  These activities occur over time in stages that overlap and that are revisited as necessary dimensions ([NIRN](https://nirn.fpg.unc.edu/module-1/implementation-stages), n.d.)

**Instructional Programming:** Scientifically based or evidence based resources in reading instruction that local education providers are encouraged to use including but not limited to interventions, tutoring, and instructional materials that adequately teach students to read and may include materials used within a multi-tiered system of support including the universal/core level and supplemental and intensive interventions.*CCR 301-92, 2.14*

* **Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans, and provides reading and practice materials for students (FCRR, n.d.).
* **Supplemental Programming:** Instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough vocabulary or phonics instruction to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and provide practice to all students (FCRR, n.d.).
* **Intervention Programming:**  The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. *CCR 301-92, 2.13*

**Professional Development:** Activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher or educational professional. Such activities include but are not limited to, updating individuals’ knowledge of literacy in light of recent advances; updating individuals’ skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research; enabling individuals to apply changes made to curricula or other aspects of the teaching practice of literacy; enabling schools to develop and apply new strategies concerning the curriculum and other aspects of the teaching of literacy; and exchanging information and expertise among teachers and others. This definition recognizes that professional development can be provided in many ways, ranging from the formal to the informal and can be made available through external expertise in the form of courses, workshops or formal qualification programs, and through collaboration between schools or teachers across schools. *CCR 301-92, 2.24*

**Scientifically Based:** The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties  *C.R.S 22-7-1203 & CCR 301-92, 2.27*

* **Explicit Instruction:** Instruction that involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. The teacher’s language is concise, specific, and related to the objective, and guided practice is provided. *CCR 301-92, 2.08*
* **Systematic Instruction**: A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively. *CCR 301-92, 2.33*

**Significant Reading Deficiency:** means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student’s grade level. *C.R.S 22-7-1203 & CCR 301-92, 2.29*

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