# **Colorado Department of Education LogoTeaching Reading Evaluation Worksheet**

Early Childhood Education (Ages 0-8), Early Childhood Special Education (Ages 0-8), Elementary Education (K-6), Special Education Generalist (Ages 5-21)

Demonstration of Professional Competencies and Depth of Content Knowledge

## **Applicant**

Legal name:  Click or tap here to enter text. Date: Click or tap here to enter text.

## **Requirements**

Content competency must be demonstrated *for each row within each table* by at least one of the following measures (see below).

In the “Course #/Title/Grade” column, you may include any classes you have taken where you have earned a grade of B- or higher. In your submission, you must also upload official transcripts and an official course syllabus from the term in which the course was taken. If you include multiple transcripts, please specify on which transcript reviewers can find the listed course.

You may consider supplementing your submission with portfolio artifacts that demonstrate professional competencies and content knowledge, including candidate-created unit plans, teaching videos, demonstrated classroom experience in which a rubric review was utilized, etc. These will be listed in the “Portfolio Artifact(s)” column. All portfolio evidence *must* be accompanied by written rationale, indicating how each artifact provided shows content competency of the corresponding concept. Please note, portfolio artifacts are meant to show that you know the *content*, not pedagogy, of your desired endorsement area.

In addition, it is key to use a 1:1 naming convention between the items listed in the artifacts column and the documents you upload in the Colorado Online Licensing system (COOL). For instance, if you write “Phonics Unit Plan” on the worksheet, there must be a corresponding upload titled “Phonics Unit Plan” in COOL.

The same artifact/course *may* be used to show competency for multiple concepts; however, the written rationale for portfolio artifacts must be specifically aligned to the concept in that row. If you are submitting a portfolio, multiple pieces of evidence are encouraged per row.

**Teaching Reading:**

* Coursework: Minimum of B-; syllabi and officialtranscript required
* Portfolio: Artifacts demonstrating attainment of standards outlined below

## **Teaching Reading**

### **Phonological and Phonemic Awareness including Emergent Literacy:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Instructional methods for phonological and phonemic awareness | Click or tap here to enter text. | Click or tap here to enter text. |
| Development of expressive and receptive language | Click or tap here to enter text. | Click or tap here to enter text. |
| Understanding concepts of print | Click or tap here to enter text. | Click or tap here to enter text. |
| Letter recognition | Click or tap here to enter text. | Click or tap here to enter text. |

### **Phonics and Decoding:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Phoneme-grapheme correspondence | Click or tap here to enter text. | Click or tap here to enter text. |
| Systematic, explicit, and recursive methods for teaching phonics (including instructional methods for common patterns/rules) | Click or tap here to enter text. | Click or tap here to enter text. |
| Syllable types and morphological analysis | Click or tap here to enter text. | Click or tap here to enter text. |
| Multisensory approaches for irregular word recognition | Click or tap here to enter text. | Click or tap here to enter text. |

### **Vocabulary and Fluency:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Build and expand expressive and receptive vocabulary | Click or tap here to enter text. | Click or tap here to enter text. |
| Systematic, explicit, and repeated methods for teaching vocabulary before, during, and after reading that includes word solving, context clues, and structural analysis | Click or tap here to enter text. | Click or tap here to enter text. |
| Instructional methods for automaticity that support fluent reading behavior | Click or tap here to enter text. | Click or tap here to enter text. |
| Connection of comprehension, fluency, and vocabulary | Click or tap here to enter text. | Click or tap here to enter text. |

### **Comprehension of Literary and Informational Text:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Listening and speaking skills | Click or tap here to enter text. | Click or tap here to enter text. |
| Comprehension strategies, including literal and inferential meaning | Click or tap here to enter text. | Click or tap here to enter text. |
| Use of graphic organizers and background knowledge to support comprehension | Click or tap here to enter text. | Click or tap here to enter text. |
| Understanding of genres, text structures, and literary devices | Click or tap here to enter text. | Click or tap here to enter text. |

### **Writing:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Written expression development | Click or tap here to enter text. | Click or tap here to enter text. |
| Spelling and grammar | Click or tap here to enter text. | Click or tap here to enter text. |
| Understanding the writing process and its connection to reading | Click or tap here to enter text. | Click or tap here to enter text. |

### **Assessment and Instructional Decision Making:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** | **Portfolio Artifact(s)**  **AND**  **Rationale** |
| --- | --- | --- |
| Differentiating instruction for diverse learners | Click or tap here to enter text. | Click or tap here to enter text. |
| Using reading assessments to inform instruction that supports emergent and independent learners | Click or tap here to enter text. | Click or tap here to enter text. |
| Understanding types of assessments: screening, diagnostic, progress monitoring | Click or tap here to enter text. | Click or tap here to enter text. |

08.01.2025 | Determination of qualification will be made by CDE upon evaluation of a complete submission