Elementary Literacy and School Readiness Office (READ Act)

 1560 Broadway Suite 500, Denver, CO 80202



COLORADO READ Act

Request for Advisory List Submissions

Professional Development

Evidence-Based Administrator Training Requirement

2023

Contents

[SECTION A: Background & Information 4](#_Toc126046233)

[Background 4](#_Toc126046234)

[Advisory List Information 4](#_Toc126046235)

[Criteria 5](#_Toc126046236)

[Evidence-Based Training in Teaching Reading 5](#_Toc126046237)

[Information on Training Hours 7](#_Toc126046238)

[Overview of the Review Process 7](#_Toc126046239)

[SECTION B: Timeline 8](#_Toc126046240)

[SECTION C: Cover Page 10](#_Toc126046241)

[SECTION D: Reading Development Theory & Systems Implementation 12](#_Toc126046242)

[SECTION E: Professional Development Model & Delivery 13](#_Toc126046243)

[SECTION F: Minimum Statute Requirements 15](#_Toc126046244)

[SECTION G: Theory of Action & Documentation of Effectiveness 17](#_Toc126046245)

[SECTION H: Ongoing Support and Training Staff - Assurances 17](#_Toc126046246)

[SECTION I: Alignment to Colorado Educator Standards 18](#_Toc126046247)

[Alignment to Colorado Principal Literacy Standards 18](#_Toc126046248)

[Alignment to Colorado Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12) 19](#_Toc126046249)

[SECTION J: Usability 19](#_Toc126046250)

[SECTION K: Pricing Structure & Essential Program Components 20](#_Toc126046251)

[SECTION L: Required Format & Submission Details 20](#_Toc126046252)

[Electronic Submissions 21](#_Toc126046253)

[**Smartsheet Form** 21](#_Toc126046254)

[**Syncplicity Folder** 22](#_Toc126046255)

[Appendices 23](#_Toc126046256)

[Appendix A: Comparison of Reading Approaches 24](#_Toc126046257)

[Appendix B: Principles of Evidence-Based Professional Development 27](#_Toc126046258)

[Appendix C: Evaluation 29](#_Toc126046259)

[Appendix D: Adult Learning Theory 30](#_Toc126046260)

[Appendix E: Colorado Principal Literacy Standards, ***1 CCR 301-92, 13.01(D)(1)*** 32](#_Toc126046261)

[Appendix F: Colorado Educator Preparation Literacy Standards, ***1 CCR 301-101, 4.02*** 34](#_Toc126046262)

[Appendix G: 2020 Colorado Academic Standards 40](#_Toc126046263)

[Appendix H: Attributes of Effective Universal Instruction**, *1 CCR 301-92, 6.00*** 42](#_Toc126046264)

[Appendix I: Attributes of Effective Targeted and Intensive Instructional Intervention**, 1 *CCR 301-92, 7.00*** 43](#_Toc126046265)

[Appendix J: Alignment to Colorado Educator Literacy Standards 44](#_Toc126046266)

[Appendix K: Terminology: Acronyms, abbreviations, and other terminology 58](#_Toc126046267)

[References 61](#_Toc126046268)

READ Act: Advisory list of professional Development 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 to C.R.S 22-7-1209 that local education providers are encouraged to use.

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 educators has tremendous benefits on the 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.

## 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).

## 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.

**At this time, the department is seeking submissions for professional development that meets the requirements for the Administrator 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 with additional options to meet the criteria for evidence-based training for Administrators.

This category will include professional development that:

* + addresses all of the content of the [Colorado Principal Literacy Standards 1 CCR 301-92, 13.01(D)(1)](http://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final) (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 – 12 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.
	+ supports understanding of how administrators build high quality literacy practices in schools and districts.
	+ includes a minimum of 20 hours for administrators that have not previously taken a CDE approved course for K-3 reading.
	+ Includes a minimum of 5 hours for administrators that have taken a [CDE approved course](http://www.cde.state.co.us/coloradoliteracy/readactprofessionaldevelopmentevidenceteachertraining) for K-3 Reading. Content for the 5 hour training should be reflective of all content standards not addressed in the K-3 training.
	+ 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(6.5)(a) and 22-7-1209(2)(c)(II).
		- An assessment for each minimum hour pathway must be included. The assessment must demonstrate the participants mastery of the content learned throughout the course. For example, an assessment for the 20 hour training must include items aligned to the 20 hour training. An assessment for the 5 hour training must include only items aligned to the 5 hour training.
		- Each assessment must require participants in the training to pass with 80% or more. Proposals must demonstrate how each participant will be scored and the scoring criteria.
	+ 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 and administrating comprehensive literacy pursuant to 22-7-1208(6.5)(a).
		- A certificate of completion that will be given to participants after completing the course and passing the end of course assessment needs to be included in the application. This certificate must include:
			* Vendor logo
			* Name of the training
			* Participants full legal name printed and not handwritten
			* Name of the trainer
			* Number of participation hours
			* Dates of training
			* Score received on the end of course assessment
			* Vendor signature
		- *Please note: If the certificate of completion is changed at any time, the vendor must notify CDE and send an updated copy. All updated copies must include the components listed above.*
	+ Applicants must demonstrate the time commitment for full course completion. If a course requires participants to engage in more than 20 hours (or 5 hours), applicants must provide an assurance that accommodations for reducing the participation hours can be made for Colorado.

## Information on Training Hours

1 CCR 301-92, 13.01 (D)(1) specifies that Colorado administrators complete 20 hours of training in evidence-based practices related to reading, inclusive of how to support instructional practices for teachers. CDE seeks vendor applications that can ensure that any product included in the READ Act Advisory List for Professional Development can be completed within 20 hours.

CDE understands that some vendors may have existing products that consist of more than 20 hours. To support administrators, if a vendor product is more than 20 hours vendors are asked to provide:

* A guarantee that all Colorado requirements can be completed within the 20 hours (see Appendices F & G).
* An explanation of how the content is abbreviated to ensure that Colorado administrators can complete the content in 20 hours.
* That any training taken includes a participant end of course assessment that measures understanding of the content included in the 20 hours.
* A certificate of completion that demonstrates that a Colorado administrator has completed the 20 hour Colorado requirements upon completion of the required content.

## Overview of the Review Process

Evidence-based training for administrators will be reviewed in two phases. In **Phase 1** reviewers will evaluate programs on the key elements and features of administrator training, 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 aligns to the Colorado Principal Literacy Standards in the Colorado READ Act Rules (1 CCR 301-92, 13.01(D)(1)) and the Colorado Educator Preparation Literacy Standards Section 4.02(5)-4.02(12).

# SECTION B: Timeline

**Part I – Letter of Intent to Apply**

|  |  |
| --- | --- |
| **Date(s)** | **Activity** |
| January 17, 2023 | Notification of *Part I -Letter of Intent to Apply* for Administrator Training. |
| January 18-20, 2023 | Technical Assistance Webinars for vendors |
| January 27, 2023 | All *Part I - Letter of Intent to Apply* submissions for Administrator Training due to CDE by 4:00 PM MT |
| January 27-January 31, 2023 | CDE review of *Part I - Letter of Intent to Apply* for Administrator Training |
| February 1, 2023 | Vendor notification of *Part I - Letter of Intent to Apply* decision. Applications distributed for eligible vendors for *2023 Part II - Evidence-Based Administrator Training Requirement* review. |

**Part II - Professional Development Review**

|  |  |
| --- | --- |
| **Dates(s)** | **Activity** |
| February 1, 2023 |  Applications for *2023 Part II - Evidence-Based Administrator Training Requirement* distributed for eligible vendors for *2023 Part II - Evidence-Based Administrator Training Requirement* review*.* |
| February 7, 2023 | Technical Assistance Webinar: **Tuesday, February 7, 2023, at 9:00 AM MT** |
| March 1, 2023 | Application for *2023 Part II - Evidence-Based Administrator Training Requirement* deadline. |
| March 1, 2023-March 30, 2023 | CDE Review of *2023 Part II - Evidence-Based Administrator Training Requirement* applications for Administrator Training |
| March 31, 2023 | Vendor notification of inclusion of Administrator Training on CDE Advisory List |
| March 31, 2023- April 14, 2023 | Vendor appeal window. |
| May 15, 2023 | Anticipated deadline for appeal response from the CDE. |
| May 15, 2023 | Anticipated date to update and post the Administrator Training Advisory List on the CDE READ Act webpage. |

*Please note: The timeline for review and approval of programs may be extended or changed if unforeseen circumstances arise during the review period.*

# SECTION C: Cover Page

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

|  |
| --- |
| **Vendor Information**  |
| **Name of Publisher**: Click or tap here to enter text. |
| **Product Title and Edition:** Click or tap here to enter text. | **Publication Year:** Click or tap here to enter text. |
| **Contact Person(s) for notification of review outcome. Please include all contacts working within the state of Colorado:** Click or tap here to enter text. | **Email(s):** Click or tap here to enter text. |
| **Telephone:** Click or tap here to enter text. | **Mailing Address:** Click or tap here to enter text. |
| **Publisher Webpage:** Click or tap here to enter text. | **Product Webpage:** Click or tap here to enter text.The webpage that is specifically related to the materials submitted for review.    |
| **Professional Development Program Submission Overview** |
| **Please describe the materials being submitted for review and inclusion on the Advisory List.**  |
| **Administrator Training Type:** There are multiple submission pathways for the Evidence-Based Administrator Training. Please read the information below and select all options that apply. * **Professional development currently on the Advisory List.** ([2020 Approved Professional Development to meet the READ Act K-3 Teacher Training Requirement list](http://www.cde.state.co.us/coloradoliteracy/readactprofessionaldevelopmentevidenceteachertraining))

[ ]  **On Current Advisory List, 20 hours:** Professional development that includes all administrator standards and can be abbreviated to support participant completion in 20 hours. Includes an end of course assessment that can be completed after the 20 hours.[ ]  **On Current Advisory List, 5 hours:** Professional development that demonstrates past participation in K-3 Teacher Training, and provides an addition of 5 hours to meet administrator standards. Includes an end of course assessment that can be completed after the 5 hours.* **Professional development not currently on the Advisory List.**

[ ]  **Not on Current Advisory List, 20 hours:** Professional development that includes all administrator standards and can be completed in 20 hours. Includes an end of course assessment that can be completed after the 20 hours.[ ]  **Not on Current Advisory List, more than 20 hours:** Professional development extends beyond 20 hours but participants can stop and complete an end of course assessment after completing the 20 hours.*Please Note:* 1 CCR 301-92, 13.01(D)(1) specifies that administrators must take 20 hours of evidence-based training designed for school administrators in the science of reading. For a principal or administrator who has previously completed the CDE-approved evidence-based training in teaching reading for teachers, the evidence-based training designed for school administrators in the science of reading may be abbreviated and must include a minimum of 5 hours. Training should include 15 hours of content science of reading content and 5 hours of content in leadership for implementing the science of reading. Vendors may have content that exceeds the required 20 hours. Vendors seeking inclusion on this list must demonstrate that all administrator standards can be met in 20 hours with a final end of course assessment. Additional hours may be completed at the participant's choosing, but for the purpose of state requirements, participants must be allowed to finish all standards within 20 hours. |
| **Target Audience: Principals and Administrators**[ ]  Yes[ ]  No | **Delivery Format:***Select all that apply.*[ ]  Online asynchronous, independent[ ]  Online synchronous, live [ ]  Online with live component[ ]  In-person, face-to-face live[ ]  Hybrid |
| **Professional Development addresses all of the content of the** [**Colorado Principal Literacy Standards 1 CCR 301-92, 13.01(D)(1)**](http://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final)**:**[ ]  Yes[ ]  No | **The professional development includes rigorous evaluations of learning throughout and an end of course assessment:** ​​☐​ Yes ​​☐​ No  |
| **If currently on another state’s approved/supported professional development list, please indicate which state and the purpose of the state’s list.** Click or tap here to enter text. |
| **Agreement of Completion**  |
| **In order to be considered to be reviewed, the following must be completed:***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 [ ]  Sample copy of certificate of completion [ ]  Section G: Theory of Action & Documentation of Effectiveness[ ]  Section H: Ongoing Support & Training Staff - Assurances[ ]  Section I: Alignment to Colorado Educator Standards - Evidence Worksheet[ ]  Evidence worksheets completed and submitted with application (template Appendix I) [ ]  Section J: Usability[ ]  Section K: Pricing Structure & Essential Program Components[ ]  Signature - Confirming all parts above are included Printed Name of Representative: Click or tap here to enter text.      Digital Signature (required): Click or tap here to enter text.     Date: Click or tap here to enter text. |

# SECTION D: Reading Development Theory & Systems Implementation

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. This section seeks to understand the applicant’s background, understanding, and beliefs in reading development. It is essential that all approved providers are aligned to Colorado’s focus on ensuring scientifically and evidence-based practices are understood and utilized in our elementary schools.

**Write a summary describing the following:**

* 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, evidence-based practices and implementing scientifically and evidence-based reading instructional programming to improve literacy achievement for all students.
* Describe how the professional development demonstrates how to align literacy instructional programming to the science of reading and supporting evidence-based professional learning,
* Include information that addresses scientifically and evidence-based practices for teaching reading to English Learners, including an explanation of the differences and similarities in the development of literacy between English Learners and native speakers.
* Provide an explanation of scientifically and evidence-based practices in teaching reading to address the needs of English Learners.
* Must include an explanation of the similarities and differences in the development of literacy between English Learners and native English speakers.

*If this training program is approved for the CDE PD advisory list, then this summary will be made public for Colorado stakeholders to access upon request.*

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| **Response:** |
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# SECTION E: Professional Development Model & Delivery

This section requires a summary of the professional development for administrators. 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.*

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| **Response:** |
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**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. Attach the full Scope and Sequence to the application and initial the box below noting the document has been attached.*

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| **Response:** |
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**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 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 through coaching and facilitation guides.

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| **Response:** |
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**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. Attach the full alignment to the application and initial the box below noting the document has been attached.*

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| **Response:** |
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**Alignment with adult learning theory:**

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

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| **Response:** |
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**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.*

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| **Response:** |
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**Contact hours:**

*How many contact hours are needed to successfully complete this professional development? If the professional development includes more than the hours required in Colorado Statute and Rule, include a description of how the content will be adjusted to meet the hours required for Colorado administrators.*

|  |
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| **Response:** |
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# SECTION F: Minimum Statute Requirements

Pursuant to C.R.S. 22-7-1209 (2)(c) please ensure the following components are present within the professional development being submitted. By selecting each box below and submitting the requested response(s), the applicant is confirming the minimum requirements from statute are present in 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.*

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

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| --- |
| **Response:** |
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**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). Please attach and initial the box that the documents have been attached.*

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| **Response:** |
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**Description of Completion Documentation**

*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 for school administrators in the science of reading. (C.R.S. 22-7-1208(6.5)(a), 1 CCR 301-92, 13.01(D)(2)).*

* *Describe how successful course completion will be documented and provided to the LEP, so this requirement can be met.*
* *Attach a sample copy of the certificate of completion participants will receive once they have completed the course and passed the end of course assessment. The certificate of completion must include the following:*
	+ *Vendor logo*
	+ *Name of the training*
	+ *Participants full legal name printed and not handwritten*
	+ *Name of the trainer*
	+ *Number of participation hours*
	+ *Date(s) of training*
	+ *Score received on the end of course assessment*
	+ *Vendor signature*

|  |
| --- |
| **Response:** |
|  |

**Submit a sample copy of the certificate of completion as a separate file named: “Section F: Sample Certificate of Completion.”**

# SECTION G: Theory of Action & Documentation of Effectiveness

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:**

A 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.

**Submit as a separate file named “Section G: Theory of Action & Documentation of Effectiveness.”**

# SECTION H: Ongoing Support and Training Staff - Assurances

If approved, all represented providers on the Professional Development Advisory List are 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

**NOTE:** Pursuant to C.R.S. 24-18-201, Colorado Department of Education former employees may not, within six months following termination of his/her employment, contract or be employed by an employer who contracts with a state agency or any local government involving matters with which he was directly involved during his/her employment.

**Qualifications and training of training staff:**

Provide a description of the qualifications of training staff. 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.)*

**Submit as a separate file named “Section H: Ongoing Support and Training Staff - Assurances”**

# SECTION I: Alignment to Colorado Educator Standards

## Alignment to Colorado Principal Literacy Standards

After reviewing the Colorado Principal Literacy Standards (see Appendix E), check the box(es) below for each standard addressed within the professional development. In addition to selecting the appropriate box(es), complete all corresponding sections on the Phase 2 Worksheet: *Alignment to Colorado Principal Literacy Standards* found in Appendix J to demonstrate the professional development’s alignment to the appropriate standard(s).

**NOTE:** *Professional development submitted for review for the evidence-based training for administrators category must select all the boxes below and complete all the sections of the Phase 2 Worksheet: Alignment to Colorado Principal Literacy Standards.*

By selecting the following boxes, applicant ensures the corresponding vendor worksheet sections in Appendix J have been completed:

[ ]  Principal Literacy Standard I: Foundational Knowledge of the Science of Reading

[ ]  Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation

[ ]  Principal Literacy Standard III: Literacy Leadership and Professional Learning

[ ]  Principal Literacy Standard IV: Diversity, Equity, and Inclusion

[ ]  Other: Click or tap here to enter text.

## Alignment to Colorado Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12)

After reviewing the Colorado Elementary Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12) (see Appendix E), check the box(es) below for each standard addressed within the professional development. In addition to selecting the appropriate box(es), complete the corresponding sections on the Phase 2 Worksheet: Alignment to Colorado Elementary Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12)found in Appendix J to demonstrate the professional development’s alignment to the appropriate standard(s).

**NOTE:** *Professional Development that is currently on the* [*Approved Professional Development to meet the READ Act K-3 Teacher Training Requirement*](http://www.cde.state.co.us/coloradoliteracy/readactprofessionaldevelopmentevidenceteachertraining) *does not need to submit the Phase 2 Worksheet: Alignment to Colorado Elementary Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12).*

By selecting the following boxes, applicant ensures the corresponding vendor worksheet sections in Appendix J have been completed:

[ ]  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 and Spelling

[ ]  Other: Click or tap here to enter text.

# SECTION J: Usability

This section must include a clear and concise description 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. as an all-inclusive product, a la carte, etc.)
* Pacing options for completion of content
* Transfer to practice support and coaching (see Appendix B)

**Concise Description of Usability:**

*Please do not exceed 300 words.*

|  |
| --- |
| **Response:** |
|  |

# SECTION K: Pricing Structure & Essential Program Components

This section must include a clear and concise description of the pricing structure. This would include all required program components (materials) needed to meet the criteria established in Section F.

**Concise Description of Pricing Structure and Essential Program Components:**

*Please do not exceed 300 words.*

|  |
| --- |
| **Response:** |
|  |

# SECTION L: Required Format & Submission Details

**Submission Requirements for Professional Development Review Application Components:**

Please pay careful attention to this section. Applications that do not meet the submission requirements may not be accepted and may cause a delay in the review process. Please initial to confirm that the applicant has read and understands all of requirements of the submission process. Click or tap here to enter text.

All applications need to include the following:

* Electronic: One electronic submission meeting the specifications outlined below
* Materials: Electronic or digital access to materials submitted as scanned PDF documents or online account access according to the specifications outlined below.

**All *Part II – Administrator Training Review electronic* submissions must be received by Wednesday, March 1, 2023, at 4:00pm MT.**

 ***Only electronic versions of the completed application will be accepted.***

## Electronic Submissions

Only electronic versions of the completed application will be accepted. The electronic application submission must be submitted through Smartsheet and Syncplicity in a PDF format. Any vendor materials submitted must be either available online or submitted through Syncplicity as a scanned PDF. Hard copies of materials cannot be accepted and will not under any circumstances be reviewed.

Vendors will receive access to a Syncplicity folder to submit the application and professional development materials for review.

|  |
| --- |
| **Smartsheet Form**All *2023 Part II - Evidence-Based Administrator Training Requirement* application components for Sections C through K must be submitted electronically in PDF format for review. Each section of the completed application must be clearly labeled. *The 2023 Part II - Evidence-Based Administrator Training Requirement review submission must be submitted in PDF format. Format the filename for the application files as follows:** ***publisher name\_program name\_2023 \_Admin\_application***
* ***Section F\_Certificate\_publisher name\_program name***
* ***Section G\_Theory\_publisher name\_program name***
* ***Section H\_Support\_publisher name\_program name***

**All *2023 Part II - Evidence-Based Administrator Training Requirement* application submissions must be submitted by 4:00pm MT on Wednesday, March 1, 2023.****Submit the *2023 Part II - Evidence-Based Administrator Training Requirement* application through the Smartsheet form.**\**If the file submission for Smartsheet is too large to submit through Smartsheet, contact Marisa Calzadillas (**Calzadillas\_M@cde.state.co.us**) directly for further directions****. Please note dropbox, wetransfers, etc. will not be accepted. CDE can only accept secure submissions through Syncplicity.*** |

|  |
| --- |
| **Syncplicity Folder****Upload all program materials and the *2023 Part II - Evidence-Based Administrator Training Requirement* application into the unique Syncplicity folder link you received from Marisa Calzadillas.** (The email will come from Syncplicity and will state “a file has been shared by Marisa Calzadillas”.)Vendors will receive a unique Syncplicity link from no-reply@syncplicity.com.  *If you are unable to find the Syncplicity folder link, contact Marisa Calzadillas (**Calzadillas\_M@cde.state.co.us**) by February 22, 2023, at 4:00 PM MT to ensure the submission will meet the  application deadline*.Upload all *Part II – Evidence-Based Administrator Training Requirement* application components and professional development materials to the Syncplicity folder in a PDF format as follows. **Application Folder***The 2023 Part II - Evidence-Based Administrator Training Requirement application submission must be submitted in PDF format. Format the filename for the application files as follows:** ***publisher name\_program name\_2023 \_Admin\_application***
* ***Section F\_Certificate\_publisher name\_program name***
* ***Section G\_Theory\_publisher name\_program name***
* ***Section H\_Support\_publisher name\_program name***

**Materials Folder***All professional development materials that will be used to deliver content to participants and any participant materials. Materials must be submitted electronically in scanned PDF format through Syncplicity or through an online/digital platform. Name each file as follows:** ***material name\_publisher name\_program name***
* If the professional development includes online/digital components to be reviewed, include a document with a copy of links, passwords, user IDs, etc. for 5 users as needed to access the materials. Name the document as follows:
	+ ***passwords\_publisher name-program name***
	+ *Note: User (reviewer) access needs to be set up to ensure the user remains anonymous during the review and to allow ease of navigation throughout the materials.*
 |

# 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 Reading Competency Skills***](http://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 Reading Competency Skills***](http://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 Reading Competency Skills***](http://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 Reading Competency Skills***](http://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 Reading Competency Skills***](http://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix)](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 Principal Literacy Standards, ***1 CCR 301-92, 13.01(D)(1)***

**Overview**

The Colorado Principal Literacy Standards are part of the Rules for Administration of the Colorado Reading to Ensure Academic Development Act (READ Act). The Principal Standards as updated in the State Board Rules align with the Colorado Academic Standards as well as the Reading to Ensure Academic Success Act (READ Act). ([1 CCR 301-92, 13.01(D)(1)](http://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final))

**Purpose**

Leading elementary literacy efforts requires considerable knowledge and skill. In a time of increased focus on standards for student achievement, [Colorado’s Principal Literacy Standards](http://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final) fill a crucial need by addressing the components of leadership that support effective implementation of evidence-based reading instruction.

**Colorado Principal Literacy Standards, 1 CCR 301-92, 13.01(D)(1)**

**13.01(D)(1)(a) Principal Literacy Standard I: Foundational Knowledge of the Science of Reading:** Principals demonstrate knowledge of the evidence-based foundations of language and literacy (reading, writing, speaking, and listening), instructional practice, and the major theoretical, conceptual, and evidence-based foundations of the science of reading to implement schoolwide scientifically and evidence-based reading instructional programming to improve literacy achievement for all students.

13.01(D)(1)(a)(i) Element A: Principals demonstrate knowledge of the foundational reading skills in the science of reading, including phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

13.01(D)(1)(a)(ii) Element B: Principals demonstrate knowledge of the instructional practice of explicit, systematic, and evidence-based learning and instruction addressing oral language development and writing.

13.01(D)(1)(a)(iii) Element C: Principals demonstrate knowledge of the major theoretical instructional models such as The Simple View of Reading and Scarborough’s Reading Rope.

**13.01(D)(1)(b) Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation:** Principals ensure the implementation of curriculum and instructional programming aligned to the science of reading, understand that reading difficulty exists along a continuum of severity, understand how curriculum impacts learning, and coach and evaluate to increase the quality of instruction for all students.

13.01(D)(1)(b)(i) Element A: Principals understand the components of the science of reading and use that knowledge to ensure schoolwide adoption and implementation of standards-aligned, scientifically and evidence-based core, supplemental, and intervention curricular resources.

13.01(D)(1)(b)(ii) Element B: Principals understand that reading difficulty exists along a continuum of severity, understand the distinguishing characteristics of reading difficulties, and understand how this affects curricular and instructional programming decisions to support learners on this continuum.

13.01(D)(1)(b)(iii) Element C: Principals coach and evaluate educators in their use of evidence-based literacy instruction to ensure that the school meets the literacy needs of all students.

13.01(D)(1)(b)(iv) Element D: Principals ensure that literacy assessments and evaluations are scientifically and evidence-based.

13.01(D)(1)(b)(v) Element E: Principals lead, monitor, and evaluate the school's comprehensive scientifically and evidence-based language and literacy assessment systems, monitor gaps or redundancy across assessments, and adjust the assessment system accordingly to foster school literacy improvement for all students.

**13.01(D)(1)(c) Principal Literacy Standard III: Literacy Leadership and Professional Learning:** Principals demonstrate leadership by aligning literacy instructional programming to the science of reading and supporting evidence-based professional learning,

13.01(D)(1)(c)(i) Element A: Principals establish, align, and ensure the implementation of the science of reading through job-embedded professional learning based on school-wide assessment data.

13.01(D)(1)(c)(ii) Element B: Principals analyze and guide literacy instruction through data analysis, observation, and coaching conversations.

**13.01(D)(1)(d) Principal Literacy Standard IV: Diversity, Equity, and Inclusion:** Principals lead and guide school efforts to advance diversity, equity, and inclusion.

13.01(D)(1)(d)(i) Element A: Principals promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; and lead change in educational practices and institutional structures to promote equitable literacy instruction for all students.

13.01(D)(1)(d)(ii) Element B: Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.

13.01(D)(1)(d)(iii) Element C: Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture and create a link between the school and family literacy practices.

# Appendix F: Colorado Educator Preparation Literacy Standards, ***1 CCR 301-101, 4.02(5) through 4.02(12)***

**Overview**

The Colorado Elementary Educator Preparation 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 the Colorado Academic Standards as well as the Reading to Ensure Academic Success Act (READ Act). The Colorado Elementary Educator Preparation 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 Anglo-Saxon, 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 G: 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 H: Attributes of Effective Universal Instruction**, *1 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 I: Attributes of Effective Targeted and Intensive Instructional Intervention**, 1 *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 J: Alignment to Colorado Educator Literacy Standards

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| **Instructions:** The vendor worksheet will need to be completed for each professional development submitted for review.  In each section, provide notes in the space titled *Evidence* as to where in the submitted materials the reviewer is able to find content that addresses the particular section.  Please make sure the notes provided are explicit and succinct.* All sections of the worksheet titled: *Phase 1 Worksheet:* *Key Elements and Features of Science of Reading & Professional Development* must be fully completed for all professional development submitted for review.
* Complete all the sections of the worksheet titled: *Phase 2 Worksheet:* *Alignment to Colorado Principal Literacy Standards - Evidence Worksheet* must be fully completed for all professional development submitted for review.
* Complete appropriate sections of the worksheet titled: *Phase 2 Worksheet:* *Colorado Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12)- Evidence Worksheet* that align with the professional development being submitted.

 **Evidence provided below must be specific.**Rationales must include directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Located in Kinder Teacher’s Guide, page 23, under subheading “XXXXX”, or found at this link, under this subpage, in this gray “Teacher’s Tool Kit” etc.”. If located in hard materials, please tab by section and heading as well. A comments section is provided at the bottom of each section on the vendor worksheets.  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 this worksheet as a template but must address all features and content in the order presented in this template.*** |

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| **Phase 1 Worksheet:*Key Elements and features of Science of Reading & Professional Development****This worksheet will need to be completed for* ***all professional development*** *submitted for review.* |
| **Name of Professional Development:** Click or tap here to enter text. |
| **Section E: Professional Development Model & Delivery****Within the professional development materials:** | **Evidence:** |
| Provide location of examples of opportunities for targeted practice of skills being taught as well as opportunities to reflect on the learning and how these skills can be applied in the classroom. |  |
| Provide location of built-in interactive learning opportunities that align with the content.  Examples include: videos, application of the content, required discussions, reflection, etc.  |  |
| Provide location of evidence of Instruction in strategies that are evidence-based and grounded in solid research of proven effectiveness. |  |
| **Section F: Minimum Statute Requirements****Within the professional development materials:** |  |
| Provide location of evidence of rigorous evaluations of learning throughout the course. |  |
| Provide location of rigorous end of course evaluation. |  |
| Provide a description of completion documentation. |  |
| Provide a sample copy of the certificate of completion. | **Submit as a separate file named: “Section F: Sample Certificate of Completion.”**  |
| **Comments:** |
| **Section G: Theory of Action & Documentation of Effectiveness**  | **Submit as a separate file named “Section G: Theory of Action & Documentation of Effectiveness”** |
| **SECTION H: Ongoing Support and Training Staff - Assurances** | **Submit as a separate file named “Section H: Ongoing Support and Training Staff - Assurances”** |
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| **Phase 2 Worksheet: *Alignment to Colorado Principal Literacy Standards - Evidence Worksheet****Complete all components of this worksheet that align with the professional development being submitted.**This worksheet must be completed for* ***all professional development*** *submitted for review.* |
| **Name of Professional Development:** Click or tap here to enter text. |
| **Section I: PRINCIPAL LITERACY STANDARD I: FOUNDATIONAL KNOWLEDGE OF THE SCIENCE OF READING | 1 CCR 301-92, 13.01(D)(1)(a)****Provide evidence that the product provides instruction in:** | **Evidence:** |
| Element A: Principals demonstrate knowledge of the foundational reading skills in the science of reading, including:* phonological and phonemic awareness,
* phonics,
* vocabulary development,
* reading fluency, and
* reading comprehension.

13.01(D)(1)(a)(i) | Complete appropriate sections of Phase 2 Worksheet: Alignment to Colorado Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12) – Evidence Worksheet to demonstrate this element. |
| Element B: Principals demonstrate knowledge of the instructional practice of explicit, systematic, and evidence-based learning and instruction addressing* oral language development and
* writing.

13.01(D)(1)(a)(ii)  |  |
| Element C: Principals demonstrate knowledge of the major theoretical instructional models such as The Simple View of Reading and Scarborough’s Reading Rope. 13.01(D)(1)(a)(iii)  |  |
| **Comments:** |
| **Section J: PRINCIPAL LITERACY STANDARD II: CURRICULUM, INSTRUCTION, ASSESSMENT, AND EVALUATION | 1 CCR 301-92, 13.01(D)(1)(b)****Provide evidence that the product provides instruction in:** | **Evidence:** |
| Element A: Principals understand the components of the science of reading and use that knowledge to ensure schoolwide adoption and implementation of standards-aligned, scientifically and evidence-based core, supplemental, and intervention curricular resources.13.01(D)(1)(b)(i)  |  |
| Element B: Principals understand that reading difficulty exists along a continuum of severity, understand the distinguishing characteristics of reading difficulties, and understand how this affects curricular and instructional programming decisions to support learners on this continuum.13.01(D)(1)(b)(ii)  |  |
| Element C: Principals coach and evaluate educators in their use of evidence-based literacy instruction to ensure that the school meets the literacy needs of all students.13.01(D)(1)(b)(iii)  |  |
| Element D: Principals ensure that literacy assessments and evaluations are scientifically and evidence-based.13.01(D)(1)(b)(iv)  |  |
| Element E: Principals lead, monitor, and evaluate the school's comprehensive scientifically and evidence-based language and literacy assessment systems, monitor gaps or redundancy across assessments, and adjust the assessment system accordingly to foster school literacy improvement for all students.13.01(D)(1)(b)(v) |  |
| **Comments:** |
| **Section K: PRINCIPAL LITERACY STANDARD III: LITERACY LEADERSHIP AND PROFESSIONAL LEARNING | 1 CCR 301-92, 13.01(D)(1)(c)****Provide evidence that the product provides instruction in:** | **Evidence:** |
| Element A: Principals establish, align, and ensure the implementation of the science of reading through job-embedded professional learning based on school-wide assessment data.13.01(D)(1)(c)(i) |  |
| Element B: Principals analyze and guide literacy instruction through data analysis, observation, and coaching conversations.13.01(D)(1)(c)(ii)  |  |
| **Comments:** |
| **Section L: PRINCIPAL LITERACY STANDARD IV: DIVERSITY, EQUITY, AND INCLUSION | 1 CCR 301-92, 13.01(D)(1)(d)****Provide evidence that the product provides instruction in:** | **Evidence:** |
| Element A: Principals promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; and lead change in educational practices and institutional structures to promote equitable literacy instruction for all students.13.01(D)(1)(d)(i)  |  |
| Element B: Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.13.01(D)(1)(d)(ii) |  |
| Element C: Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture and create a link between the school and family literacy practices.13.01(D)(1)(d)(iii)  |  |
| **Comments:** |
| **Overall Comments:** |

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| **Phase 2 Worksheet: *Alignment to Colorado Educator Preparation Literacy Standards Section 4.02(5) through 4.02(12) – Evidence Worksheet****Complete appropriate components of this worksheet that align with the professional development being submitted.* |
| **Name of Professional Development:** Click or tap here to enter text. |
| **Section M: 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 N:****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 O: 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 P:  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 Q:** **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 R: 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 S: 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 T: 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 U: 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 V:****HANDWRITING, SPELLING, AND WRITTEN EXPRESSION|1 CCR 301-101, 4.02(13)****Provide evidence that the product provides instruction in:** | **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:** |
|  |
| **Section W: K-12 LENS IS REPRESENTED IN THE CONTENT THROUGHOUT THE TRAINING****At a minimum, the vendor provides evidence that the product includes:** | **Evidence:** |
| Examples, visuals and content are inclusive of K-12 populations throughout the training. |  |
| Content that supports understanding and application of root cause analysis of reading difficulties for K-12 students. |  |
| Clear scope and sequence that shows the progression of skill development for grade K-12 in all areas of reading. |  |
| **Comments:** |
|  |

# Appendix K: 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.

**Administrator:** Any school based or centrally or regionally-based employee of an LEP who is responsible for designing, implementing and or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction to kindergarten or grades one through three. *CCR 301-92-2.01*

**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, 2.06*

**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, 2.11*

* **Oral Language**: The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 23.*
* **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, 2.24*
* **Phonological Awareness:** Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.25*
* **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, 2.26*
* **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. *CCR 301-92, 2.13*
* **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, 2.05*
* **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, 2.40*

**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, 2.16*

* **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, 2.16*

**Principal**: Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three. *CCR 301-92, 2.27*

**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, 2.28*

**Reading Interventionist:** An individual employed to teach students and whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in any of grades K-12. *CCR 301-92, 2.30*

**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, 2.32*

* **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, 2.10*
* **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, 2.38*

**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, 2.34*

**Teacher:** The professional responsible for the literacy instruction of the student(s) and may include the main instructor for a class, an instructional coach, Reading Interventionist (in grades K-3), special education teacher, Title I teacher or other personnel who are identified as effective in the teaching of reading and who has been employed to teach kindergarten or any of grades one through three. *CCR 301-92, 2.39*

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