

Instructional Programming Rubric Feedback Opportunity

Introductions

Preschool through 3rd Grade (P-3) Office

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Webinar Logistics

Questions:

- Organized by agenda topic.
- As we complete discussion of each topic, there will be designated time for participants to enter questions in the Q&A feature that are related to that specific topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- This webinar is being recorded and will be posted to the READ Act website.
- For general questions after webinar, please email: Marisa
- 3 Calzadillas at calzadillas m@cde.state.co.us



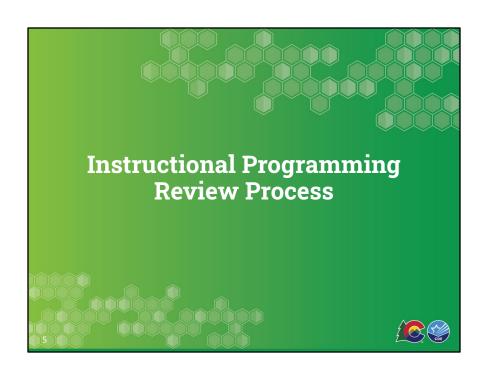
Agenda

- Brief explanation of the instructional programming review process
- READ Act Context to the review process
- Overview of the proposed rubrics
- Next steps for providing feedback

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Remind participants that the objective is to review the rubric. We are providing this information as context.



Review Process

Instructional Programming

CDE has launched the review process for **core**, **supplemental**, and **intervention** instructional programming.

Part 1

- Designed to meet specific eligibility criteria before a complete review
- Provides clarification on Scientifically or evidence-based
- Publisher's responsibility to submit
- Submissions have been received window is now closed.
- Only programs that were submitted and met the eligibility criteria will be accepted for part 2

Part 2

- New rubrics— stakeholder feedback requested
- Vendors will have a chance to appeal Part 2 findings
- All review procedures and rubric materials will be archived publically on the website

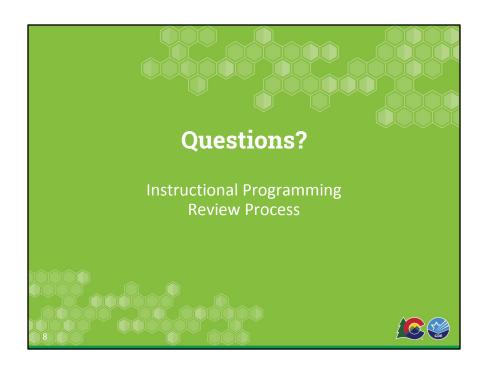
Application to review, instructional programming review process, and rubric feedback may be accessed here:

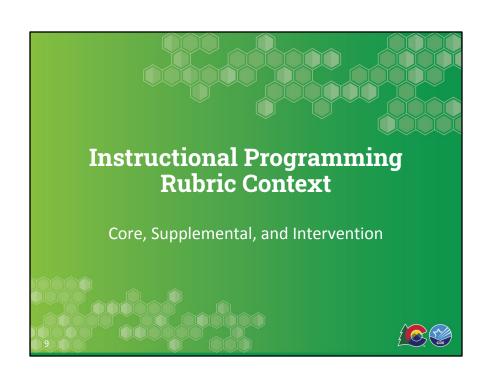
https://www.cde.state.co.us/coloradoliteracy/readactrequestforadvisorylistsubmissions



Review Process Instructional Programming

Instructional Programming Review Timeline	
September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14 , 2019	Technical Assistance Webinar was held.
October 30, 2019	All eligibility proposal submissions for Instructional Programming due.
November 1, 2019 - December 13, 2019	CDE review of Part 1 Eligibility for Instructional Programming
December 6th - December 13th	Vendors window to submit Part 1 revisions requested
December 16, 2019	Vendor notification of Part 1 Eligibility decision. Applications distributed for eligible vendors for Part 2.
December 19th - January 8th	December 19th at 10 AM - Rubrics Review Webinar CDE seeking feedback on draft instructional programming rubrics
January 14th	Anticipated date to release Part 2 to eligible vendors
February 11th - March 24th	Anticipated review of Part 2
End of March/ Early April	Anticipated - Instructional Programming List finalized and posted

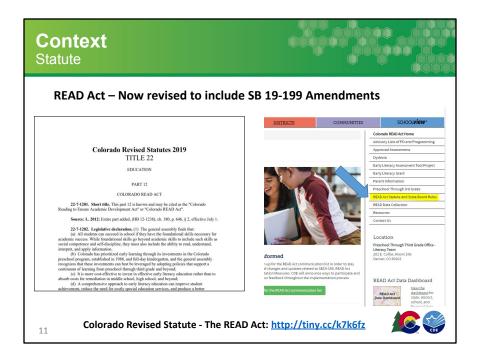




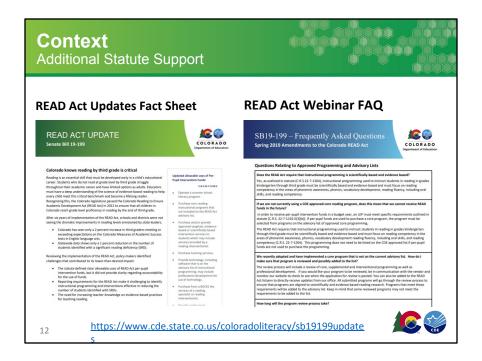
Context Statute

"In designing and periodically updating the procedure and the rubric of criteria for reviewing assessments and materials and creating the advisory lists, the department shall consult with location education providers, including those with high enrollments of students who are English language learners as defined in section 22-24-103, and with third-party experts as necessary. The department shall ensure that the procedure for reviewing the assessments and materials and creating the advisory lists is inclusive and transparent."

- The READ Act requires that the state develop and update every couple of years advisory lists for instructional programming.
- Part of this process includes stakeholder feedback when changes have been made to the process
- Due to the recent changes in the statute and the landscape around ESSA requirements, the department is hosting this webinar to launch a feedback process for the new proposed rubrics.



• For more information about the program review requirement of the READ Act, you can access a copy of the READ Act on the CDE READ Act webpage. We included a link on this slide.



For additional context to the why behind the overhaul of our advisory lists and need for updates in our review process - you may find the following resources to be helpful.

Context Instructional Programming Categories		
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(FCRR, n.d.)	
Intervention Programming	The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. CCR 301-92, 2.13	

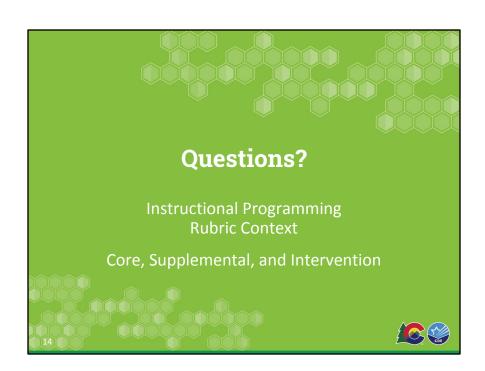
Speaker notes:

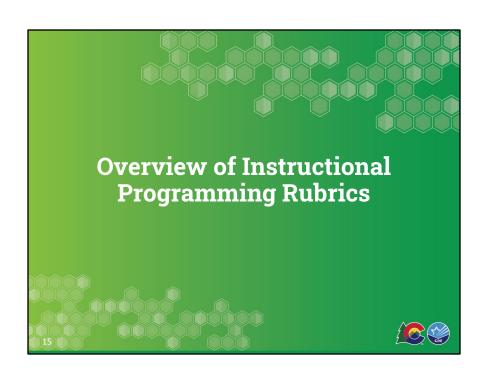
- Previous instructional program reviews were all completed utilizing the same rubric for core, supplemental, and intervention.
- There are 3 different types of instruction tools being reviewed during this review process - with three different rubrics. A separate advisory list exists for each programming type and will be updated per this review process

Definitions:

- Core (Universal) Programming: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students (FCRR, n.d.).
- Supplemental Programming: Instruction that goes beyond that provided by
 the comprehensive core program because the core program does not provide
 enough instruction or practice in a key area to meet the needs of the students
 in a particular classroom or school. For example, teachers in a school may
 observe that their comprehensive core program does not provide enough

- vocabulary or phonics instruction to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and provide practice to all students (FCRR, n.d.).
- Intervention Programming: The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. *CCR* 301-92, 2.13





Overview Part 1 Eligibility Criteria

In order to be considered to be reviewed in this initial Eligibility Review, the following had to be ensured to the CDE with additional attributes confirmed for each of the following areas in Part 1 Eligibility:

- Section C: Completed Cover Page including a program overview, targeted audience etc.
- Section D: Scope and Sequence Scientifically and evidence-based, accessible to teachers, etc.
- Section E: Documentation ESSA Level Alignment Stating ESSA level and providing rationale
- Section F: Usability require components, delivery format etc.
- Section G:Pricing Structure

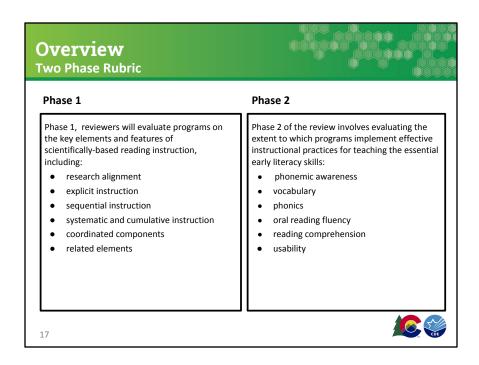
Phase 1 of the rubric includes scoring of the declared eligibility criteria requested in Part 1 Eligibility

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Explain the minimum threshold criteria.

The minimum threshold criteria has already been established. Remind participants that the objective is to review the rubric.



 Programs that meet criteria in Phase 1 will move on to Phase 2. Phase 1 also embeds scoring the vendor stated eligibility elements

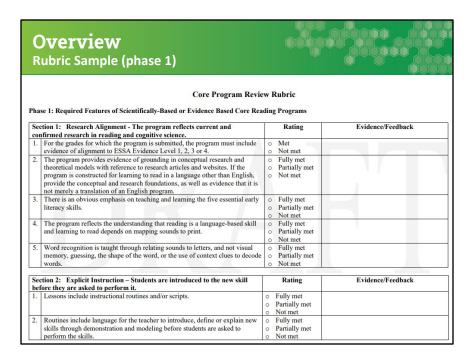
Overview Rubric Design

- Program Type
 - Core, Supplemental & Intervention
- Grade Level
 - Not all programs in early literacy are designed for all grade levels covered in the READ Act
- Components
 - The rubrics are designed for more specificity to ensure better feedback to vendors and stakeholders

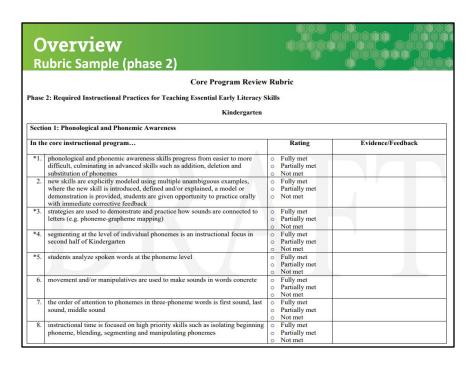
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Overview scoring sections



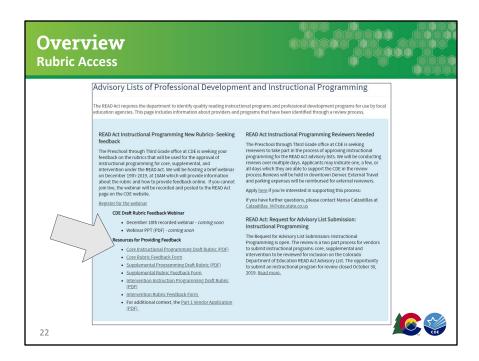
• This is a sample of the core reading program rubric



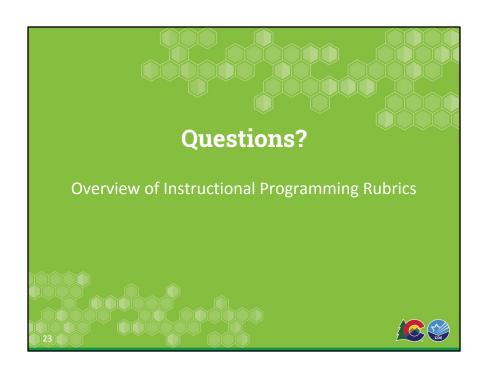
This is a sample of the core reading program rubric



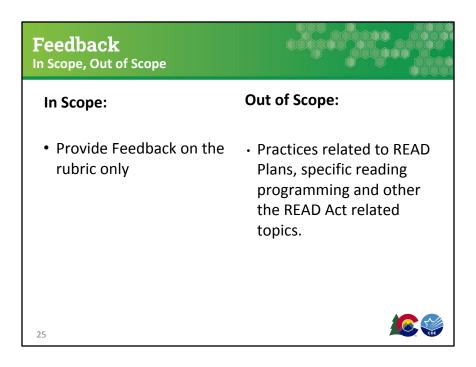
Go over each column of the rubric, using section 1 as the example



Go over each column of the rubric, using section 1 as the example







Have a short conversation regarding what the scope of work is, specifically to provide feedback on the rubric and not discussing other aspects of READ Plans.



Due to having a quick turn around, please adhere to the norms for submitting feedback. We are trying our best to keep the process moving forward to meet our Spring deadlines.

image resource:

https://pixabay.com/illustrations/feedback-white-male-3d-model-1889007/

Feedback Rubric Feedback Form Sample Phase 1: Required Features of Scientifically-Based or Evidence-Based Core Programs In Phase 1: reviewers will evaluate programs on the key elements and features of scientifically-based reading instruction, including: - research alignment - explicit instruction - sequential instruction - related elements Phase 1: Section 1 Research Alignment - The program reflects current and confirmed research in reading and cognitive science. Long answer text Phase 1: Section 2 Explicit Instruction - Students are introduced to the new skill before they are asked to perform it. Long answer text Phase 1: Section 3 Sequential Instruction - There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).

Feedback

Directions for Submitting Feedback

Window for submissions is December 19th through January 8th at 4 PM.

- Link to feedback form:
 - Core Programming: https://forms.gle/1pXhtzQ2BaswFbrP7
 - Supplemental Programming: https://forms.gle/sZikgCxCqcy4WCXPA
 - Intervention Programming: https://forms.gle/ZeWcGpkESRwzxYve6
- Link to rubrics for complete review: https://www.cde.state.co.us/coloradoliteracy/readact/programming

All are accessible via the READ Act website.







Thank you!

If you have any questions or comments, feel free to reach out!

Please contact Marisa Calzadillas at calzadillas m@cde.state.co.us

