



COLORADO
Department of Education

Preschool through Third Grade Office
P-3 Literacy Team (READ Act)
201 East Colfax Avenue

COLORADO READ Act

Request for Advisory List Submissions

Topic-Specific Professional Development Courses
Aligned to the READ Act

2021

Contents

| | |
|---|----|
| SECTION A: Background & Information | 0 |
| Background | 0 |
| Advisory List Information | 0 |
| Criteria for Topic-Specific Professional Development | 1 |
| Overview of the Review Process | 2 |
| SECTION B: Process & Timeline | 2 |
| SECTION C: Cover Page | 4 |
| SECTION D: Reading Development Theory | 6 |
| SECTION E: Professional Development Model & Delivery | 6 |
| SECTION F: Minimum Statute Requirements | 7 |
| SECTION G: Theory of Action & Documentation of Effectiveness | 8 |
| SECTION H: Ongoing Support and Training Staff - Assurances | 8 |
| SECTION I: Alignment to Teacher Standards | 9 |
| SECTION J: Usability | 9 |
| SECTION K: Pricing Structure & Essential Program Components | 9 |
| SECTION L: Required Format & Submission Details | 9 |
| Appendices | 11 |
| Appendix A: Comparison of Reading Approaches | 12 |
| Appendix B: Principles of Evidence-Based Professional Development | 15 |
| Appendix C: Evaluation | 17 |
| Appendix D: Adult Learning Theory | 18 |
| Appendix E: Colorado Elementary Teacher Literacy Standards | 20 |
| Appendix F: 2020 Colorado Academic Standards | 26 |
| Appendix G: Attributes of Effective Universal Instruction | 28 |
| Appendix H: Attributes of Effective Targeted and Intensive Instructional Intervention | 29 |
| Appendix I: Alignment to Teacher Standards - Evidence Worksheet (template) | 30 |

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 in kindergarten through third grade and especially for students at risk of not reaching grade level proficiency in reading by the end of third grade. The READ Act requires that the Colorado Department of Education create an advisory list of rigorous professional development courses that local education providers are encouraged to use. Courses on the advisory list support implementation of scientifically and evidence - based intervention instruction and strategies in teaching reading and addressing the needs of students with significant reading deficiencies, pursuant 10 C.R.S 22-7-1209. These courses must:

- Be focused on or aligned 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
- Include rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course.

Investing in the professional learning of teachers has tremendous benefits 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](#). 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).

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.

Criteria for Topic-Specific READ Act-aligned Professional Development Courses

The department may revise its criteria over time as needed.

This application is intended for submission of topic-specific professional development courses that support the implementation of the science of reading and must be related to addressing significant reading deficiencies and to applying intervention instruction and strategies, in addition to programs related to teaching general literacy pursuant to 22-7-1209(2)(c). To ensure a strong rationale has been provided for inclusion on the READ Act professional development advisory list for this category, applications must include:

- A clear theory of action submitted in Section G
- Evidence of alignment to Colorado Elementary Teacher Literacy Standards 1 CCR 301-101, 4.02 submitted in Section I

Professional development for the Topic-Specific Read Act-Aligned Professional Development category must address the following statutory requirements:

- focuses on or aligns to the science of reading, including teaching in the one or more of the following areas: 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;
- includes rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course pursuant to 22-7-1208(6)(b) and 22-7-1209(2)(c)(II).

Course topics may include one or more literacy components and related instructional approaches and strategies as outlined in the Colorado Elementary Literacy Teacher Standards:

- Administration and Interpretation of Assessments
- Literacy Development
- Phonology Development
- Phonics and Word Recognition Development
- Fluency Development
- Vocabulary Development
- Text Comprehension Development
- Structure of Language
- Handwriting, Spelling, and Written Expression

Overview of the Review Process

Topic-specific professional development courses will be reviewed in two phases. In **Phase 1** reviewers will evaluate programs on the key elements and features of scientifically based reading instruction, including:

- research alignment
- meets Colorado statute and rule requirements

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

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

SECTION B: Process & Timeline

Professional Development Review Timeline

April 1, 2021: Notification of Application for the Professional Development review

April 30, 2021: Application for Professional Development Review deadline

May – June 2021: CDE Review of Professional Development submissions

June 2021: Vendor appeal submission window

June – July 2021: CDE review of vendor appeal submissions

Note: The following version of the application is intended only as a reference document for instructions and application planning purposes.

Applications will be submitted online via Smartsheet Form.

Submission of application materials either in hard copy or via e-mail will not be accepted.

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SECTION C: Cover Page

*****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form*****

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

| Vendor Contact Information | |
|--|-------------------|
| Name of Vendor: | |
| Professional Development Course Title: | Publication Year: |
| Contact Person for the Review Submission: | |
| Mailing Address: | Webpage: |
| Telephone: | Email: |
| Professional Development Course Submission Overview | |
| <p>Topic(s) (select all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Administration and Interpretation of Assessments<input type="checkbox"/> Literacy development<input type="checkbox"/> Structure of language<input type="checkbox"/> Assessment administration and interpretation<input type="checkbox"/> Phonology development<input type="checkbox"/> Phonics and word recognition development<input type="checkbox"/> Develop fluent automatic reading<input type="checkbox"/> Text comprehension development<input type="checkbox"/> Vocabulary development<input type="checkbox"/> Handwriting, Spelling, and Written Expression <p>Audience (select all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Administrators<input type="checkbox"/> Coaches<input type="checkbox"/> Teachers<input type="checkbox"/> Paraprofessionals | |

- ☐ Parents/Families
☐ Other _____

Delivery format:

- ☐ Online
☐ Face-to-Face
☐ Blended Model

If access to an online platform is necessary for review, please include the log-in credentials.

Username(s):

Password(s)

Contact Hours:

If currently on another state's approved/supported professional development list, please indicate which state and the purpose of the state's list.

Agreement of Completion

To be considered for review, 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
☐ Section G: Theory of Action & Documentation of Effectiveness
☐ Section H: Ongoing Support & Training Staff - Assurances
☐ Section I: Alignment to Teacher Standards - Evidence Worksheet
☐ Selection of aligned content
☐ Evidence worksheet completed and submitted along with application (template Appendix I)
☐ Section J: Usability
☐ Section K: Pricing Structure
☐ Signature - Confirming all parts above are included

Printed Name of Representative:

Signature (required):

Date: [Click here to enter a date.](#)

SECTION D: Reading Development Theory

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

All approved professional development providers must align to the READ Act's focus on scientifically and evidence-based practices in literacy instruction. This section requires a summary of the applicant's understanding of reading development.

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.
- 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.

Describe how the professional development directly impacts and supports understanding of the science of reading and evidence-based practices.

SECTION E: Professional Development Model & Delivery

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

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

Topics addressed:

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

Scope & Sequence/Outline

Provide a scope & sequence/outline including objectives for learning to clearly explain the content of the professional development. Be specific and identify how the professional development deepens or supports building participant knowledge. Attach the full Scope and Sequence to the application and initial the box below noting the document has been attached.

Summary of professional development:

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

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

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.

Alignment with adult learning theory:

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

Evaluation of effectiveness in delivery:

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

Contact hours:

How many contact hours are needed to successfully complete this professional development?

SECTION F: Minimum Statute Requirements

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

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

Includes rigorous evaluation of learning throughout the course

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

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

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

An end of course evaluation to measure participant mastery of course content 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).

SECTION G: Theory of Action & Documentation of Effectiveness

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

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

Include the following:

1. A well-specified logic model that is informed by research or an evaluation that suggests how the professional development likely to improve relevant outcomes.
2. 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.

SECTION H: Ongoing Support and Training Staff – Assurances

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

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

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.)

SECTION I: Alignment to CO Elementary Literacy Teacher Standards

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

Complete all corresponding sections on the Phase 2 Worksheet: *Alignment to Colorado Teacher Standards* found in Appendix I to demonstrate the professional development's alignment to the appropriate standard(s).

SECTION J: Usability

This section must include a clear and concise (*no more than 300 words*) 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
- Transfer to practice support (see Appendix B)

SECTION K: Pricing Structure & Essential Program Components

****All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form****

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. *Please do not exceed 300 words.*

SECTION L: Required Format & Submission Details

Submission Requirements for Professional Development Review Application Components:

- **Only electronic versions of the completed application will be accepted. The electronic submission must be submitted in a PDF form. Any materials submitted must either be available online or submitted as a scanned PDF. Hard copies of materials cannot be accepted due to COVID 19 adjustments and will not under any circumstances be reviewed.**
- If professional development includes online/digital components to be reviewed, please include both digital links, passwords, user IDs, etc. needed to access the materials.
 - *Note: User (reviewer) access needs to be set up to ensure user remains anonymous*

Electronic Submission Requirements:

The electronic submission must be submitted in a PDF form. Format the filename as follows:

- ***Vendor name_course name_TopicSpecificPD_2021_SecC_CoverPage***
- ***Vendor name_course name_TopicSpecificPD_2021_SecD_ReadingDevTheory***
- ***Vendor name_course name_TopicSpecificPD_2021_SecE_CourseModel***
- ***Vendor name_course name_TopicSpecificPD_2021_SecF_MinStatuteReq***
- ***Vendor name_course name_TopicSpecificPD_2021_SecG_TheoryofAction***
- ***Vendor name_course name_TopicSpecificPD_2021_SecH_Assurances***
- ***Vendor name_course name_TopicSpecificPD_2021_SecI_Worksheet***
- ***Vendor name_course name_TopicSpecificPD_2021_SecJ_Usability***
- ***Vendor name_course name_TopicSpecificPD_2021_SecK_PricingStructure***
- ***Vendor name_course name_TopicSpecificPD_2021_Course Materials***

All electronic submissions must be submitted to the smartsheet application by 4:00pm MST on April 30, 2021. **If the file submission is too large to send through email, email readact@cde.state.co.us.*

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 <i>CCR 301-92, 2.22</i> <i>CCR 301-92, 2.21</i> <i>CCR 301-92, 5.01(A)</i> <i>CCR 301-92, 5.01(B)</i> <i>CCR 301-92, 5.02(A)</i> <i>CCR 301-92, 5.03(A)</i> <i>CCR 301-92, 5.04(A)</i> | <p>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.</p> <p><u>CO READ Act K-3 Minimum Competencies</u></p> | <p>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.</p> |
| Phonics and Word Study <i>CCR 301-92, 2.23</i> <i>CCR 301-92, 5.01(D)</i> <i>CCR 301-92, 5.01(E)</i> | <p>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?”</p> | <p>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</p> |

| | | |
|---|---|--|
| <p>CCR 301-92, 5.02(C)</p> <p>CCR 301-92, 5.03(B)</p> <p>CCR 301-92, 5.04(B)</p> | <p><u>CO READ Act K-3 Minimum Competencies</u></p> | <p>decodable readers); uses leveled books without phonically controlled vocabulary.</p> |
| <p>Fluency</p> <p>CCR 301-92, 5.01(D)</p> <p>CCR 301-92, 5.02(D)</p> <p>CCR 301-92, 5.03(C)</p> <p>CCR 301-92, 5.04(C)</p> | <p>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.</p> <p><u>CO READ Act K-3 Minimum Competencies</u></p> | <p>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.</p> |
| <p>Vocabulary</p> <p>CCR 301-92, 5.01(F)</p> <p>CCR 301-92, 5.01(G)</p> <p>CCR 301-92, 5.02(E)</p> <p>CCR 301-92, 5.02(F)</p> <p>CCR 301-92, 5.03(D)</p> <p>CCR 301-92, 5.03(E)</p> <p>CCR 301-92, 5.04(D)</p> | <p>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.</p> <p><u>CO READ Act K-3 Minimum Competencies</u></p> | <p>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.</p> |
| <p>Comprehension Skills and Strategies</p> <p>CCR 301-92, 5.01(H)</p> <p>CCR 301-92, 5.02(A)</p> <p>CCR 301-92, 5.03(F)</p> <p>CCR 301-92, 5.04(E)</p> | <p>Providing instruction that supports students with understanding ideas expressed in text—supporting their ability to negotiate the linguistic and conceptual barriers such as:</p> <ul style="list-style-type: none"> • Directly teaching the structure of both narrative and expository text. | <p>Teachers instructed to use leveled book reading, big books, and independent trade book reading; teacher modeling (thinking aloud) <u>is the primary instructional strategy</u>. Also known as Reader’s Workshop approach. Student book choice emphasized.</p> |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> 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. <p>Teachers' edition provides guidance.</p> <p><u>CO READ Act K-3 Minimum Competencies</u></p> | |
| 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. |
| <p>Additional Resources for Understanding Scientifically Based Reading Research and Evidence-based Practices:</p> <ul style="list-style-type: none"> <u>Ending the Reading Wars: Reading Acquisition From Novice to Expert.</u> <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> <u>The National Reading Panel</u> <u>The Science of Reading and Its Educational Implications</u> <u>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.</u> 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](#) and [Shanahan, 2019](#)

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](#)

Additional Resources to Consider in Implementation

- [Four Domains for Rapid School Improvement Implementation Framework](#)
- [Implementing Evidence-based Literacy Practices](#)

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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](#)

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](#)

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

| | |
|----------------------------------|--|
| <i>Planning</i> | |
| 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. |
| <i>Application</i> | |
| 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 |
| <i>Deep Understanding</i> | |

| | |
|-------------------|---|
| 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. \(1999\)](#)

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

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

Overview

The Elementary Teacher Literacy Standards are part of the [Elementary Education Endorsement \(K-6\) outlined in the Colorado State Board of Education Rules](#). An Elementary Education Endorsement is intended for educators interested in teaching at the elementary level in Colorado. In 2016, the endorsement was updated in State Board Rules to ensure alignment to both to the Colorado Academic Standards as well as the Reading to Ensure Academic Success Act (READ Act). The Elementary Teacher Literacy Standards outline and describe practices and competencies for all K-6 teachers to teach students to read proficiently. The Elementary Teacher Literacy Standards are required for K-6 educators in addition to the [Teacher Quality Standards](#).

Purpose

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

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

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

- *Understand and explain the language processing requirements of proficient reading and writing including:*
 - phonological (speech sound) processing
 - orthographic (print) processing
 - semantic (meaning) processing
 - syntactic (sentence level) processing
 - discourse (connected text level) processing
- *Understand and explain other aspects of cognition and behavior that affect reading and writing including:*
 - attention
 - executive function
 - memory
 - processing speed
 - graphomotor control

- *Define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences and cultural values).*
- *Know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension and written expression.*
- *Understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.*
- *Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).*
- *Know reasonable goals and expectations for learners at various stages of reading and writing development.*

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

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

- Phonology (the speech sound system), and is able to:
 - Identify, pronounce, classify and compare the consonant and vowel phonemes of English.
- Orthography (the spelling system), and is able to:
 - Understand the broad outline of historical influences on English spelling patterns, especially AngloSaxon, Latin (romance) and Greek
 - Define grapheme as a functional correspondence unit or representation of a phoneme
 - Recognize and explain common orthographic rules and patterns in English
 - Know the difference between “high frequency” and “irregular” words
 - 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.

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Appendix F: 2020 Colorado Academic Standards

Standards in Reading, Writing, and Communicating

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

1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention. Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

1. Reading for All Purposes

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

1. Writing and Composition

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

1. Research Inquiry and Design

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

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

Early Literacy: Kindergarten through Third Grade

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

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

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

To learn more, please visit the [2020 CAS - Reading, Writing, and Communicating Standards Introduction](#) web page provided by the Colorado Department of Education.

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

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

The following are attributes of effective universal instruction.

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

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

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

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

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

Appendix I: Alignment to Teacher Standards - Evidence Worksheet (template)

All components in this section need to be completed, saved as a PDF with the appropriate title and uploaded to the electronic smartsheet application form

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| <p>Instructions: Vendors must complete this worksheet for each professional development submitted for review. In each section that applies, provide notes in the space titled <i>Evidence</i> 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.</p> <ul style="list-style-type: none"> All sections of the worksheet titled: <i>Key Elements and Features of Science of Reading & Professional Development</i> must be fully completed for <u>all</u> professional development submitted for review. Complete all the applicable sections of the worksheet titled: <i>Alignment to Colorado Teacher Standards - Evidence Worksheet</i> that align with the professional development being submitted. <p>A comments section is provided at the bottom of each section on the vendor worksheet. This provides a space for any additional comments to be made. The information on this worksheet will ensure that reviewers do not overlook critical content.</p> | |
| <p>Phase 1 Worksheet:</p> <p>Key Elements and features of Science of Reading & Professional Development</p> | |
| <p>Name of Professional Development:</p> | |
| <p>Section E: Professional Development Course Model & Delivery Within the professional development course materials:</p> | <p>Evidence:</p> |
| <p>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.</p> | |
| <p>Provide location of built-in interactive learning opportunities that align with the content. Examples include: videos, application of the content, required discussions, reflection, etc.</p> | |
| <p>Provide location of evidence of Instruction in strategies that are evidence-based and grounded in solid research of proven effectiveness.</p> | |
| <p>Section F: Minimum Statute Requirements</p> | |

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| Within the professional development course materials: | |
| Provide location of evidence of rigorous evaluations of learning throughout the course. | |
| Provide location of rigorous end of course evaluation | |
| Comments: | |

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| <p align="center">Phase 2 Worksheet: <i>Alignment to Colorado Teacher Standards</i> <i>Complete all components of this worksheet that align with the professional development being submitted</i></p> | |
| Name of Professional Development: | |
| Section I: CHILD DEVELOPMENT Provide evidence that the product provides instruction in: | Evidence: |
| Documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners. | |
| Differentiated instructional strategies that address stages of individual development. | |
| Differentiated instructional strategies that address language diversity and exceptionality. | |
| Family, culture, economic and societal influences that affect students' learning and academic progress. | |
| Economic and societal influences that affect students' learning and academic progress. | |
| Comments: | |
| Section J: ADMINISTRATION AND INTERPRETATION OF ASSESSMENTS 1 CCR 301-101, 4.02(7) Provide evidence that the product provides instruction in: | Evidence: |
| Effective administration of a wide variety of ongoing formal and informal assessments that are developmentally appropriate and responsive to the needs of diverse learners. | |
| Effective utilization of assessment results and related data to plan for appropriate student instruction. | |

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| 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. | |
| Interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations. (e.g. information a teacher can glean from a student's writing to inform their instruction) | |
| Comments: | |
| Section K: LITERACY DEVELOPMENT 1 CCR 301-101, 4.02(5) Provide evidence that the product provides instruction in: | Evidence: |
| How the brain learns to read. | |
| 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. | |

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| 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. | |
| Provides an explanation of scientifically and evidence-based practices in teaching reading to address the needs of English Learners. -Must include an explanation of the differences and similarities in the development of literacy between English learners and native speakers. | |
| Provides an explanation of the relationship between second language oral proficiency and second language literacy. | |
| The importance of providing frequent and intentional instruction focused on oral language development when supporting English Learners with literacy development. | |
| Comments: | |
| Section L: PHONOLOGY DEVELOPMENT 1 CCR 301-101, 4.02(8) Provide evidence that the product provides instruction in: | Evidence: |
| the general goal of phonological skill instruction and how to explicitly state the goal of any phonological teaching activity. | |
| the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). | |
| the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds. | |
| the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal. | |
| the reciprocal relationship among phonological processing, reading, spelling and vocabulary. | |
| the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. | |

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| The phonological features of a second language (such as Spanish) and how they are similar to English and can support with transfer of phonemes that occur in both a second language (such as Spanish) and in English, and those that differ. | |
| Scientifically and evidence-based instructional strategies, scaffolding, and differentiation for teaching phonological awareness to English Learners. | |
| STRUCTURE OF LANGUAGE - Phonology 1 CCR 301-101, 4.02(6) Provide evidence that the product provides instruction in: | |
| Identification, pronunciation, classification and comparison of the consonant and vowel phonemes of English. | |
| Comments: | |
| Section M: PHONICS AND WORD RECOGNITION DEVELOPMENT 1 CCR 301-101, 4.02(9) Provide evidence that the product provides instruction in: | Evidence: |
| the appropriate sequence of phonics concepts from basic to advanced. | |
| principles of explicit and direct teaching; model, lead, give guided practice and review. | |
| the rationale for multisensory and multimodal techniques. | |
| the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing. | |
| research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed. | |
| Scientifically and evidence-based instructional strategies, scaffolds, and differentiation to develop English Learners' letter knowledge, grapho-phonemic knowledge, decoding skills, and morphological awareness | |
| 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 six basic syllable types in English spelling. | |

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| the difference between “high frequency” and “irregular” words. | |
| Comments: | |
| Section N: FLUENCY DEVELOPMENT 1 CCR 301-101, 4.02(10) Provide evidence that the product provides instruction in: | Evidence: |
| the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read. | |
| reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction. | |
| examples of text at a student’s frustration, instructional and independent reading level. | |
| sources of activities for building fluency in component reading skills. | |
| instructional activities and approaches that are most likely to improve fluency outcomes. | |
| techniques to enhance a student’s motivation to read. | |
| appropriate uses of assistive technology for students with serious limitations in reading fluency. | |
| the relationship between accuracy and reading fluency. | |
| Scientifically and evidence-based instructional strategies and techniques for teaching fluency to English Learners. | |
| Comments: | |
| Section O: VOCABULARY DEVELOPMENT 1 CCR 301-101, 4.02(11) Provide evidence that the product provides instruction in: | Evidence: |
| the role of vocabulary development and vocabulary knowledge in comprehension. | |
| the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. | |
| varied techniques for vocabulary instruction before, during and after reading. | |
| the multifaceted nature of word knowledge. | |

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| the sources of wide differences in students' vocabularies. | |
| Principles of evidence-based instructional design to support with teaching vocabulary to English Learners. | |
| Scientifically and evidence-based strategies, scaffolds, and differentiation for teaching vocabulary skills to English Learners. | |
| STRUCTURE OF LANGUAGE - Semantics 1 CCR 301-101, 4.02(6) Provide evidence that the product provides instruction in: | |
| examples of meaningful word relationships or semantic organization. | |
| STRUCTURE OF LANGUAGE - Morphology 1 CCR 301-101, 4.02(6) Provide evidence that the product provides instruction in: | |
| Common morphemes in English, including Anglo Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots and derivational suffixes; and Greek-based combining forms. | |
| Comments: | |
| Section P: TEXT COMPREHENSION DEVELOPMENT 1 CCR 301-101, 4.02(12) Provide evidence that the product provides instruction in: | Evidence: |
| teaching strategies that are appropriate before, during and after reading and that promote reflective reading. | |
| the characteristics of major text genres. | |
| the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension. | |
| the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension. | |
| levels of comprehension including the surface code, text base and mental model (situation model). | |
| factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text. | |
| Principles of evidence-based instructional practices to support with developing comprehension skills in English Learners. | |

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| Scientifically and evidence-based strategies, scaffolds, and differentiation for teaching reading comprehension skills to English Learners. | |
| Comments: | |
| Section Q: STRUCTURE OF LANGUAGE - Additional 1 CCR 301-101, 4.02(6) Provide evidence that the product provides instruction in: | Evidence: |
| defining and distinguishing among phrases, dependent clauses, and independent clauses in sentence structure. | |
| the parts of speech and grammatical role of a word in a sentence. | |
| Scientifically and evidence-based strategies, scaffolds and differentiation for teaching syntax to English Learners. | |
| 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. | |
| Scientifically and evidence-based instructional strategies, scaffolds, and differentiation for teaching discourse organization to English Learners. | |
| Comments: | |
| Section R: 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. | |

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| the influences of phonological, orthographic, and morphemic knowledge on spelling. | |
| Scientifically and evidence-based instructional strategies, scaffolds and differentiation for teaching spelling to English Learners. | |
| 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. | |
| Scientifically and evidence-based strategies, scaffolds, and differentiation for supporting English Learners with developing written expression skills. | |
| Comments: | |
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Appendix J: Terminology: Acronyms, abbreviations and other terminology

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

Coaching: Coaching is a necessary component for promoting teacher confidence and ensuring competence. Coaching is defined as regular, embedded professional development designed to help teachers and staff use the program or innovation as intended ([NIRN](#), n.d.)

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

Evidence Based: The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading

competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. *C.R.S 22-7-1203 & CCR 301-92, 2.09*

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

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

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

- **Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with

explicit lesson plans, and provides reading and practice materials for students (FCRR, n.d.).

- **Supplemental Programming:** Instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough vocabulary or phonics instruction to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and provide practice to all students (FCRR, n.d.).
- **Intervention Programming:** The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. *CCR 301-92, 2.13*

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

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

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

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

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