# Topic-Specific Professional Development Course Application

# Appendix I: Vendor of Alignment to Rubric Evidence Worksheet

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

*Format the filename as follows:*

***Vendor name\_course name\_TopicSpecificPD\_2021\_SecI\_Worksheet***

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| **Instructions:** Vendors must complete this worksheet for each professional development submitted for review.  In each section that applies, 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: *Key Elements and Features of Science of Reading & Professional Development* must be fully completed for all professional development submitted for review.
* Complete all the applicable sections of the worksheet titled: *Alignment to Colorado Teacher Standards - Evidence Worksheet* that align with the professional development being submitted.

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.  |
| **Phase 1 Worksheet:****Key Elements and features of Science of Reading & Professional Development** |
| **Name of Professional Development:** |
| **Section E: Professional Development Course Model & Delivery****Within the professional development course 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, including differentiation for instruction for English Learners.  |  |
| **Section F: Minimum Statute Requirements****Within the professional development course materials:** |  |
| Provide location of evidence of rigorous evaluations of learning throughout the course.*Evaluations of learning throughout the course align with course content and measure participant mastery of the content.* |  |
| Provide location of rigorous end of course evaluation.*End of course evaluation aligns with course content and measures participant mastery of the content.* |  |
| **Comments:** |

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| **Phase 2 Worksheet: *Alignment to Colorado Teacher Standards****Complete all components of this worksheet that align with the submitted Professional Development Course* |
| **Name of Professional Development:** |
| **Section I:****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. How the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing might impact students acquiring English. |  |
| 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 J: 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, literacy skills in other languages, 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. |  |
| Provides an explanation of scientifically and evidence-based practices in teaching reading to 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 K:  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.  |  |
| he phonological features of languages other than English, such as Spanish, and how they are similar to English and can support with transfer of phonemes that occur in both languages, such Spanish and English, and how they 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 L:****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, graphophonemic 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. |  |
| the difference between “high frequency” and “irregular” words. |  |
| **Comments:** |
| **Section M: 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 N: 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.  |  |
| 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 O: 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. |  |
| Scientifically and evidence-based strategies, scaffolds, and differentiation for teaching reading comprehension skills to English Learners. |  |
| **Comments:** |
| **Section P: 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 Q:****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.  |  |
| 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:** |
| **Section R: SUPPORTING LITERACY INSTRUCTION FOR ENGLISH LEARNERS****Provide evidence that the product provides instruction in:** |  |
| **Literacy Development:** Provides an explanation of scientifically and evidence-based practices in teaching reading to English Learners. -must include an explanation of the similarities and differences in the development of literacy between English Learners and native English speakers.  |  |
| **Literacy Development:** Provides an explanation of the relationship between second language oral proficiency and second language literacy. |  |
| **Literacy Development:** The importance of providing frequent and intentional instruction focused on oral language development when supporting EL with literacy development. |  |
| **Literacy Development:** The environmental, cultural, and social factors that contribute to literacy development (e.g. language spoken at home, language and literacy experiences, literacy skills in other languages, cultural values). |  |
| **Phonology Development:** The phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. |  |
| **Phonology Development:** The phonological features of languages other than English, such as Spanish, and how they are similar to English and can support with transfer of phonemes that occur in both languages, such Spanish and English, and how they differ. |  |
| **Phonology Development:** Scientifically and evidence-based instructional strategies, scaffolding, and differentiation for teaching phonological awareness to English Learners. |  |
| **Phonics and Word Recognition Development:** Scientifically and evidence-based instructional strategies, scaffolds, and differentiation to develop English Learners': -letter knowledge-grapho-phonemic knowledge -decoding skills -morphological awareness. |  |
| **Fluency Development:** Scientifically and evidence-based instructional strategies and techniques for teaching fluency to English Learners. |  |
| **Vocabulary Development:** Principles of evidence-based instructional design to support with teaching vocabulary to English Learners. |  |
| **Vocabulary Development:** Scientifically and evidence-based strategies, scaffolds, and differentiation for teaching vocabulary skills to English Learners. |  |
| **Text Comprehension Development:** Principles of evidence-based instructional practices to support with developing comprehension skills in English Learners. |  |
| **Text Comprehension Development:** Scientifically and evidence-based strategies, scaffolds, and differentiation for teaching reading comprehension skills to English Learners. |  |
| **Structure of Language:** Scientifically and evidence-based strategies, scaffolds and differentiation for teaching syntax to English Learners. |  |
| **Structure of Language:** Scientifically and evidence-based instructional strategies, scaffolds, and differentiation for teaching discourse organization to English Learners. |  |
| **Spelling:** Scientifically and evidence-based instructional strategies, scaffolds and differentiation for teaching spelling to English Learners. |  |
| **Written Expression:** Scientifically and evidence-based strategies, scaffolds, and differentiation for supporting English Learners with developing written expression skills. |  |
| **Comments:** |