# **Appendix C: Professional development/course submission worksheet**

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| **Part 1: Reading Development Theory** |
| **Write a summary describing the criteria outlined below and how it aligns to the professional development/course**  Theoretical Models of Reading Acquisition   * The theoretical model(s) the course is grounded in and how that aligns with the evidence base of how children learn to read and the science of reading, including teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills and reading comprehension * Include the author(s) of the model(s) as well as a citation for the model(s)  Cognitive Science  * How the brain learns to read * The nature of reading difficulty * What is required to ensure all students develop reading competency by the end of 3rd grade  Science of Reading and Evidence-Based Practices  * How the professional development/course directly supports understanding of the science of reading and evidence-based practices |
| Response: |

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| **Part 2: Professional Development/Course Model** |
| Summary of Professional Development/Course Write a clear and concise summary of the professional development/course. This summary must include, but is not limited to, the following:   * An explanation of evidence-based instructional strategies introduced throughout the professional development/course * A description of how demonstration of new learning was provided (e.g. modeling, videos, etc.) and opportunities for targeted practice. |
| Response: |
| 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](http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules) * [K-3 Colorado Reading, Writing, and Communicating Standards](http://www.cde.state.co.us/coreadingwriting/statestandards). |
| Response: |

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| **Part 3: Alignment to the Colorado Teacher Standards** | |
| **Instructions:** The Alignment to the Colorado Elementary Education Endorsement Standards worksheet will need to be completed for the professional development/course being submitted for review. In each section, provide explicit and detailed notes describing how each of the components listed were addressed within the professional development/course in the space titled *evidence*. Complete all the sections of this worksheet.  ***NOTE: Applicants may use this worksheet as a template or choose to create their own template. If the applicant chooses to create their own template, all features and content must be addressed in the order presented in this worksheet.*** | |
| **Name of Professional Development:** | |
| **Section I: CHILD DEVELOPMENT**  **Provide evidence that the professional development/course provided 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.  *\*Child development as related to reading* |  |
| differentiated instructional strategies that address stages of individual development, language diversity and exceptionality.  *\*as related to reading* |  |
| family, culture, economic and societal influences that affect students' learning and academic progress. |  |
| documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners.  *\*Child development as related to reading* |  |
| **Section J:**  **ADMINISTRATION AND INTERPRETATION OF ASSESSMENTS| 1 CCR 301-101, 4.02(7)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| effective administration of a wide variety of ongoing formal and informal assessments that are developmentally appropriate and responsive to the needs of diverse learners. |  |
| effective utilization of assessment results and related data to plan for appropriate student instruction. |  |
| the differences among screening, diagnostic, outcome and progress monitoring assessments. |  |
| basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing. |  |
| the principles of progress monitoring and the use of graphs to indicate progress. |  |
| the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing. |  |
| the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. |  |
| 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 instruction)*. |  |
| **Section K: LITERACY DEVELOPMENT|1 CCR 301-101, 4.02(5)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| How the brain learns to read and understanding that learning to read is not natural. |  |
| Understanding the nature of reading difficulties. |  |
| the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing. |  |
| other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control. |  |
| the environmental, cultural, and social factors that contribute to literacy development (e.g. language spoken at home, language and literacy experiences, cultural values). |  |
| phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression. |  |
| the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing. |  |
| how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression). |  |
| reasonable goals and expectations for learners at various stages of reading and writing development. |  |
| **Section L: PHONOLOGY DEVELOPMENT|1 CCR 301-101, 4.02(8)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| the general goal of phonological skill instruction and how to explicitly state the goal of any phonological teaching activity. |  |
| the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). |  |
| the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds. |  |
| the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal. |  |
| the reciprocal relationship among phonological processing, reading, spelling and vocabulary. |  |
| the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. |  |
| **STRUCTURE OF LANGUAGE - Phonology|1 CCR 301-101, 4.02(6)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| Identification, pronunciation, classification and comparison of the consonant and vowel phonemes of English. |  |
| **Section M:**  **PHONICS AND WORD RECOGNITION DEVELOPMENT|1 CCR 301-101, 4.02(9)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| the appropriate sequence of phonics concepts from basic to advanced. |  |
| principles of explicit and direct teaching; model, lead, give guided practice and review. |  |
| the rationale for multisensory and multimodal techniques. |  |
| the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing. |  |
| research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed. |  |
| **STRUCTURE OF LANGUAGE - Orthography|1 CCR 301-101, 4.02(6)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek. |  |
| defining grapheme as a functional correspondence unit or representation of a phoneme. |  |
| common orthographic rules and patterns in English, including:   * the difference between “high frequency” and “irregular” words. * the six basic syllable types in English spelling. |  |
| **Section N: FLUENCY DEVELOPMENT|1 CCR 301-101, 4.02(10)**  **Provide evidence that the professional development/course provided 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.  *(Selecting text at an appropriate level of accuracy and difficulty to support students in building fluency)* |  |
| 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. |  |
| **Section O: VOCABULARY DEVELOPMENT|1 CCR 301-101, 4.02(11)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| the role of vocabulary development and vocabulary knowledge in comprehension. |  |
| the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. |  |
| varied techniques for vocabulary instruction before, during and after reading. |  |
| the multifaceted nature of word knowledge. |  |
| the sources of wide differences in students’ vocabularies. |  |
| **STRUCTURE OF LANGUAGE - Semantics|1 CCR 301-101, 4.02(6)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| examples of meaningful word relationships or semantic organization. |  |
| **STRUCTURE OF LANGUAGE - Morphology|1 CCR 301-101, 4.02(6)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| 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. |  |
| **Section P: TEXT COMPREHENSION DEVELOPMENT|1 CCR 301-101, 4.02(12)**  **Provide evidence that the professional development/course provided 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. |  |
| **Section Q: STRUCTURE OF LANGUAGE - Additional|1 CCR 301-101, 4.02(6)**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| defining and distinguishing among phrases, dependent clauses, and independent clauses in sentence structure. |  |
| the parts of speech and grammatical role of a word in a sentence. |  |
| **Discourse Organization**  **Provide evidence that the professional development/course provided instruction in:** | **Evidence:** |
| 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. |  |