Colorado Teacher Preparation

Program Approval Rubric

and

Review Checklist for Literacy Courses

Introduction

Recent advances in scientific research in reading have necessitated a sense of urgency to move the knowledge acquired from the convergence of research findings into daily practice in the classrooms of Colorado.

Reading achievement scores among Colorado's children over the last several years show limited growth. As a result, the Colorado State Board of Education has established a focused priority on increasing literacy achievement in Colorado.

To this end, the Board amended the Rules for Administration of the Colorado Basic Literacy Act and the Educator Licensing Act to reflect the findings of scientific research in reading (e.g., National Reading Panel, 2000).

In 2006, the Colorado Reading Directorate (CRD) was charged with the responsibility for developing a review process for evaluating applications of literacy related educator preparation programs seeking approval from the Colorado State Board of Education and the Colorado Department of Higher Education. With an established review process in place to assure the quality of educator preparation programs, the goals of the CRD were achieved and the work completed. To expand leadership for this charge and to make the policies and procedures more transparent, in January, 2008, the Colorado Department of Education established the Colorado Literacy Council (CLC). The role of the CLC is to advise the Colorado Department of Education in the following areas: (1) systems for the review of literacy content in educator preparation programs, (2) revision of the Program for Licensing Assessment for Colorado Educators (PLACE), (3) topics for research forums and professional development with higher education, and (4) innovative educator preparation programs.

This packet includes the *Colorado Teacher Preparation Program Approval Rubric and Review Checklist for Literacy Courses.* These materials were designed to be used in the review of literacy courses in order to ensure that educator preparation programs address the most current scientific research in literacy standards, assessment and instruction.

The Colorado Department of Education looks forward to a continued working partnership with institutions of higher education and designated agencies toward enhancing the quality of educator preparation programs in Colorado and ultimately increasing student reading achievement.
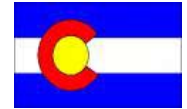
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Colorado Teacher Preparation Program Approval

Rubric for Literacy Courses

MEETS REQUIREMENTS (full approval)	MEETS REQUIREMENTS CONDITIONALLY (conditional approval)	DOES NOT MEET REQUIREMENTS (no approval)	INSUFFICIENT EVIDENCE (no approval)	REVIEWER NOTES
Course Requirements				
Alignment of course description and other course elements such as objectives, assignments, assessments and materials	Some elements of the course are not aligned	Lack of alignment of course elements	Insufficient information provided	
Theories presented are supported by scientific research and citations are provided	Some theories presented are supported by scientific research	Theories presented are not supported by scientific research	Insufficient information provided	
Course assignments include reading, evaluating and applying scientific, peer- reviewed research and candidates are taught to distinguish scientific research from non-scientific claims	Course readings include scientific research without evaluation or distinguishing from non-scientific claims	Scientific research is not included in course readings and assignments and /or scientific research is not distinguished from non-scientific claims	Insufficient information provided	
Within reading courses, adequate time is allocated to each of the elements of CO Teacher Performance Based Standard 1 and literacy related endorsement standards (see detailed checklist)	One or more essential elements of CO TPBS Standard 1 and literacy related endorsement standards is not adequately covered	Essential elements of CO TPBS Standard 1 and literacy related endorsement standards are not addressed in the course outline	Insufficient information provided	
Course assessments objectively measure teacher candidate knowledge of all key aspects of course content	Course assessments are objective but do not measure the candidates' knowledge of all key aspects of course content	Course assessments are subjective and/or do not measure the candidates' knowledge of course content	Insufficient information provided	

5.01 Standard 1: Knowledge of Literacy

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

Scientifically Based Reading Research and Comprehensive Literacy Curriculum and Instruction

Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	**Reviewer Notes**
a	Understand the **cognitive processes** employed in skillful reading including phonological, orthographic, semantic and syntactic processing	
b	Understand the **contributions of both neurobiological and environmental factors** to reading and writing success and failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational and instructional history, and language background	
c	**Know the five essential components** of comprehensive reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by scientific research and how they are linked with one another	
d	Understand the organization of a **"multi-tiered" school wide model** for instruction and intervention (universal, targeted, and intensive) and how the process for making educational decisions about grouping, time, intensity and duration of instruction is based on assessed individual **response to intervention (RTI)**	
e	**Differentiate instruction** for the universal, targeted and intensive needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students	

	Teacher Candidates will:	Reviewer Notes
f	Analyze the critical elements of a **comprehensive literacy curriculum** (including core and supplementary programs) that adhere to research-based principles of instruction	
g	**Select reading texts** appropriate for the identified instructional outcomes (e.g., decodable text for building word reading accuracy and fluency or literature for vocabulary and comprehension)	

5.01.1 Plan and organize literacy instruction based on ongoing assessment.

Assessment
Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	**Reviewer Notes**
a	Understand the **basic concepts involved in test selection administration, standardized administration techniques and interpretation** (reliability, validity, and standard error, norm-referenced, and criterion-referenced)	
b	Comprehend the meaning of **basic statistics** such as normal curve equivalents; percentile ranks, stanines, quartiles, standard scores and grade equivalents for interpretation of data	
c	Understand the **purposes of different kinds of assessments** (screening, progress monitoring, diagnostic and outcome)	
d	**Understand the legal and ethical issues** in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias	
e	Identify independent, **objective sources for reviews** of valid and reliable assessment tools	
f	Select, administer and interpret reliable and valid classroom **screening** measures to identify students at risk for reading difficulty	
g	**Select reading texts** appropriate for the identified instructional outcomes (e.g., decodable text for building word reading accuracy and fluency or literature for vocabulary and comprehension)	

		Teacher Candidates will:	Reviewer Notes
h		Select, administer, and interpret **progress-monitoring** assessments to evaluate students' progress toward an instructional goal and determine effectiveness of instruction / intervention and regularly articulate progress to students	
i		Analyze and incorporate the **results of end-of-year achievement tests** into a body of evidence for the development of instructional plans (e.g., ILPs)	
j		**Translate technical concepts** and terminology of assessments into concrete, clear, and culturally sensitive language for reporting to colleagues, students, and parents	

5.01.2 Develop phonological and linguistic skills related to reading including:	
a) phonemic awareness **b) concepts about print** **c) systematic, explicit phonics** **d) other word identification strategies** **e) spelling instruction**	
Phonemic / Phonological Awareness	
Reviewer: Please use this space to list text and assigned reading.	

	Teacher Candidates will:	**Reviewer Notes**
a	Identify and **pronounce the speech sounds** of English	
b	Know a research-based scope and sequence for **phonemic and phonological awareness** instruction based on the developmental progression of skills - rhyme, syllables, onset-rime, phoneme differentiation	
c	Apply systematic, explicit techniques for teaching **phonological awareness:** speech sound identification, matching, blending, and segmenting	
d	Know the **predictive value of phonemic awareness** in early reading development	
e	Select, use and interpret **assessments of phonological and phonemic awareness** and use them to screen for reading difficulties, monitor progress, and make instructional decisions	

	Phonics and Word Decoding	
	Reviewer: Please use this space to list text and assigned reading.	
	Teacher Candidates will:	**Reviewer Notes**
f	Recognize the development of **print concepts in young children**: print conveys meaning, printed words are composed of letters, print is read from left to right and top to bottom, spoken words match printed words	
g	Know the **predictive value of letter naming fluency** in early reading development	
h	Know a research-based scope and sequence, progressing from easy to more difficult, for **teaching the alphabetic principle, phonics (phoneme-grapheme associations) and orthographic patterns**	
i	Use a systematic, explicit approach **to teach phonics and word analysis in decoding**	
j	Apply techniques for teaching automatic **recognition of common phonetically irregular (exception) words in English**	
k	Understand the role of the various **syllable structures** (open, closed, silent-e, vowel team, consonant-le, r-controlled) and **morphemes** (prefixes, roots, suffixes) in fluent recognition of multisyllable words	
l	Understand the importance of the use of **decodable and controlled text** to reinforce word decoding recognition skills that have been taught	
m	Select, use and interpret **phonics surveys, writing samples, and word identification assessments** to measure alphabetic knowledge and word decoding skills and use them to screen for reading difficulties, monitor progress, and make instructional decisions	

Spelling	
Reviewer: Please use this space to list text and assigned reading.	

	Teacher Candidates will:	**Reviewer Notes**
n	Use a systematic, explicit approach to teach orthographic and morphological **patterns in spelling**	
o	Understand the **reciprocal relationship** between learning orthographic patterns for reading (**decoding**) and spelling (**encoding**)	
p	Select, use and interpret **diagnostic spelling inventories** (e.g., differences between phonetic and lexical spelling patterns) and use them to screen for spelling difficulties, monitor progress, and make instructional decisions	

5.01.3 Develop reading comprehension and promotion of independent reading including:
a) comprehension strategies for a variety of genre
b) literary response and analysis
c) content area literacy
d) student independent reading

Reading Comprehension
Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	**Reviewer Notes**
a	Understand the relationships among **listening comprehension, language comprehension and reading comprehension** and how they change as reading skill develops	
b	Understand the **knowledge and processes used in reading comprehension**: decoding, word naming speed, inference-making, comprehension monitoring, grammatical awareness, background and prior knowledge, word meaning knowledge	
c	Know the **factors that influence reading comprehension** – the reader, the text, the reading task, the environmental context and the interactions among them	
d	**Explicitly teach** the conventions and **text structures** associated with a variety of genre including literary texts (poems, plays, narrative stories and novels) and expository texts (textbooks, electronic texts, essays, technical reports)	
e	**Explicitly teach** the differences between and **strategies for analysis of components of literary texts** (e.g., theme, narrator's point of view) **and expository texts** (e.g., author's purpose, position or stance on a subject)	

	Teacher Candidates will:	Reviewer Notes
f	**Explicitly teach** research-based text **comprehension strategies** (e.g., metacognitive monitoring strategies, graphic and semantic organizers, answering questions, generating questions, story structure, summarizing) to be used before, during and after reading	
g	Scaffold discussions by asking questions that increase engagement in **literary response and analysis**, expand student thinking and support the affective dimensions of reading comprehension	
h	Select, use and interpret formal and informal **assessments of student reading comprehension** and use them to screen for reading difficulties, monitor progress, and make instructional decisions	
i	Use assessment data to plan **interventions to foster reading comprehension** using research-based programs and practices	
j	Know the interrelationship of **reading comprehension, fluent decoding skills, background knowledge** and vocabulary knowledge	

Fluency		
Reviewer: Please use this space to list text and assigned reading.		
	Teacher Candidates will:	**Reviewer Notes**
k	Identify **expectations / norms for fluency** as reading skill develops	
l	**Identify factors that may impact fluency** (e.g. word reading skill, vocabulary knowledge, text difficulty, background knowledge, reason for reading, type of text)	
m	Identify and apply explicit and implicit **oral passage reading techniques** for increasing reading fluency (e.g., increasing time spent reading at independent level; alternate oral reading; timed repeated readings; simultaneous oral reading; and timed speed drills)	
n	**Select, use and interpret assessments of reading fluency** and use them to screen for reading difficulties, monitor progress and make instructional decisions targeted for improved student outcomes	

	Content Area Literacy and Independent Reading	
	Reviewer: Please use this space to list text and assigned reading.	
	Teacher Candidates will:	**Reviewer Notes**
o	Know the importance of **supported reading practice** in increasing reading fluency and comprehension	
p	Select and apply text **comprehension strategies for literacy in content areas**	
q	Know strategies to develop **parent-school and school-community** support to promote **independent reading practice**	
r	Collaborate with school-based teams to identify, evaluate and select classroom **materials** that **support content area reading**	
s	Select appropriate **independent reading materials** to match student reading performance	

5.01.4 Support reading through oral and written language development including:
a) development of oral English proficiency in students
b) development of sound writing practices in students including: language usage, punctuation, capitalization, sentence structure & spelling
c) relationships among reading, writing, and oral language
d) vocabulary development
e) the structure of standard English

Oral Language
Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	Reviewer Notes
a	Understand how oral language develops and the relationship between oral **language proficiency and reading, spelling and writing proficiency**	
b	**Know the organization of language**: phonology, orthography, morphology, syntax, semantic networks, and discourse structure	
c	Discern the differences between **informal/conversational language and formal/literate/academic language** that can be problematic in reading and writing	
d	Understand the **historical evolution of the English language** and alphabetic writing system	
e	Understand the impact of background knowledge, **language differences, difficulties, and disorders** on literacy acquisition	

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Colorado Teacher Preparation Program Review
Checklist for Literacy Courses

	Vocabulary
	Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	**Reviewer Notes**
f	Know the scientific research on how oral and written **vocabulary develops** in first and second language learners	
g	Understand the **role of morphology in written English** including Anglo-Saxon, Latin, and Greek-derived morphemes	
h	**Understand and apply** morphological and etymological similarities and differences in languages in teaching **first and second language learners**	
i	Recognize the aspects of **learning word meanings**, including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchical reasoning, or insufficient examples of contextual use	
j	Identify research-supported **approaches to selecting words** for in-depth vocabulary instruction	
k	**Identify and use direct and indirect techniques** for vocabulary instruction in the classroom	

Writing		
Reviewer: Please use this space to list text and assigned reading.		
	Teacher Candidates will:	**Reviewer Notes**
l	Understand the reciprocity between **foundational writing skills** (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, grammar) and **higher order thinking skills** in developing **high quality written composition**	
m	Understand the **writing process** – planning, composing, revising and editing of written products	
n	Explicitly teach and encourage the use of **formal language patterns** (correct grammar and forms) and academic vocabulary in student writing	
o	**Analyze children's writing samples** for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings	
p	Teach **basic mechanics** of writing (capitalization, punctuation, handwriting)	
q	Teach **sentence structure** (avoiding sentence fragments, using varied sentence lengths)	
r	Teach **organization and paragraphing**	
s	Develop students' **clarity, descriptiveness and elaboration** when writing	

5.01.5 Utilize Colorado Model Content Standards in reading and writing for the improvement of instruction

Reading and Writing Standards

Reviewer: Please use this space to list text and assigned reading.

	Teacher Candidates will:	**Reviewer Notes**
a	**Know the** Colorado Model Content **Standards and Benchmarks** for Reading and Writing	
b	Know the **Colorado Basic Literacy Act (CBLA) Reading Proficiencies** for Kindergarten, 1st, 2nd, and 3rd grades	
c	Assess CBLA proficiencies and use assessment data to develop an Individual Literacy Plan (ILP)	
d	Use **CSAP assessment frameworks** in reading and writing including assessment objectives for each grade level to develop curriculum that will support reading and writing achievement	
e	Know the progression of underlying skills (phonemic awareness, phonics, vocabulary, language comprehension, spelling and writing skills) necessary to demonstrate proficiency on the reading and writing CSAP tests	
f	Identify and analyze **examples of** unsatisfactory, partially proficient, proficient, and advanced **student work** at various grade levels and the implication for instruction	
g	**When students are not proficient on CSAP**, select, use and interpret **assessments of underlying reading skills** and use data to develop a plan for intervention	