



Colorado Reading Directorate



Colorado Teacher Preparation Program Approval Rubric and Review Checklist for Literacy Courses

July 2006



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 was charged with the responsibility for reviewing and evaluating applications for teacher preparation program approval in all areas touching on literacy.

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 conducted by the Colorado Reading Directorate in order to ensure that teacher preparation programs address the most current scientific research on literacy standards, assessment and instruction.

The Colorado Department of Education looks forward to working in partnership with the institutions of higher education and designated agencies toward enhancing the quality of teacher preparation programs in Colorado and ultimately increasing student reading achievement.

*CRD recognizes that Teacher in Residence and Alternative Licensure candidates may acquire literacy proficiencies through a variety of means including, but not limited to, course work.



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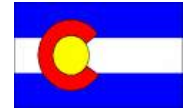
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Colorado Teacher Preparation Program Approval
Rubric for Literacy Courses



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	



Colorado Teacher Preparation Program Review Checklist for Literacy Courses



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
	Understand the cognitive processes employed in skillful reading including phonological, orthographic, semantic and syntactic processing	
	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	
	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	
	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)	
	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	



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Checklist for Literacy Courses



√	Teacher Candidates will:	Reviewer Notes
	Analyze the critical elements of a comprehensive literacy curriculum (including core and supplementary programs) that adhere to research-based principles of instruction	
	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)	



**Colorado Teacher Preparation Program Review
Checklist for Literacy Courses**



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
	Understand the basic concepts involved in test selection administration, standardized administration techniques and interpretation (reliability, validity, and standard error, norm-referenced, and criterion-referenced)	
	Comprehend the meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, standard scores and grade equivalents for interpretation of data	
	Understand the purposes of different kinds of assessments (screening, progress monitoring, diagnostic and outcome)	
	Understand the legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias	
	Identify independent, objective sources for reviews of valid and reliable assessment tools	
	Select, administer and interpret reliable and valid classroom screening measures to identify students at risk for reading difficulty	
	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)	



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√	Teacher Candidates will:	Reviewer Notes
	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	
	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)	
	Translate technical concepts and terminology of assessments into concrete, clear, and culturally sensitive language for reporting to colleagues, students, and parents	



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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
	Identify and pronounce the speech sounds of English	
	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	
	Apply systematic, explicit techniques for teaching phonological awareness : speech sound identification, matching, blending, and segmenting	
	Know the predictive value of phonemic awareness in early reading development	
	Select, use and interpret assessments of phonological and phonemic awareness and use them to screen for reading difficulties, monitor progress, and make instructional decisions	



**Colorado Teacher Preparation Program Review
Checklist for Literacy Courses**



Phonics and Word Decoding		
Reviewer: Please use this space to list text and assigned reading.		
√	Teacher Candidates will:	Reviewer Notes
	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	
	Know the predictive value of letter naming fluency in early reading development	
	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	
	Use a systematic, explicit approach to teach phonics and word analysis in decoding	
	Apply techniques for teaching automatic recognition of common phonetically irregular (exception) words in English	
	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	
	Understand the importance of the use of decodable and controlled text to reinforce word decoding recognition skills that have been taught	
	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	



Colorado Teacher Preparation Program Review
Checklist for Literacy Courses



Spelling		
Reviewer: Please use this space to list text and assigned reading.		
√	Teacher Candidates will:	Reviewer Notes
	Use a systematic, explicit approach to teach orthographic and morphological patterns in spelling	
	Understand the reciprocal relationship between learning orthographic patterns for reading (decoding) and spelling (encoding)	
	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	



**Colorado Teacher Preparation Program Review
Checklist for Literacy Courses**



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
	Understand the relationships among listening comprehension, language comprehension and reading comprehension and how they change as reading skill develops	
	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	
	Know the factors that influence reading comprehension – the reader, the text, the reading task, the environmental context and the interactions among them	
	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)	
	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)	



Colorado Teacher Preparation Program Review
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√	Teacher Candidates will:	Reviewer Notes
	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	
	Scaffold discussions by asking questions that increase engagement in literary response and analysis , expand student thinking and support the affective dimensions of reading comprehension	
	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	
	Use assessment data to plan interventions to foster reading comprehension using research-based programs and practices	
	Know the interrelationship of reading comprehension, fluent decoding skills, background knowledge and vocabulary knowledge	



Colorado Teacher Preparation Program Review
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Fluency		
Reviewer: Please use this space to list text and assigned reading.		
√	Teacher Candidates will:	Reviewer Notes
	Identify expectations / norms for fluency as reading skill develops	
	Identify factors that may impact fluency (e.g. word reading skill, vocabulary knowledge, text difficulty, background knowledge, reason for reading, type of text)	
	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)	
	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	



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



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



**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
	Know the scientific research on how oral and written vocabulary develops in first and second language learners	
	Understand the role of morphology in written English including Anglo-Saxon, Latin, and Greek-derived morphemes	
	Understand and apply morphological and etymological similarities and differences in languages in teaching first and second language learners	
	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	
	Identify research-supported approaches to selecting words for in-depth vocabulary instruction	
	Identify and use direct and indirect techniques for vocabulary instruction in the classroom	



Colorado Teacher Preparation Program Review
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Writing		
Reviewer: Please use this space to list text and assigned reading.		
√	Teacher Candidates will:	Reviewer Notes
	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	
	Understand the writing process – planning, composing, revising and editing of written products	
	Explicitly teach and encourage the use of formal language patterns (correct grammar and forms) and academic vocabulary in student writing	
	Analyze children’s writing samples for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings	
	Teach basic mechanics of writing (capitalization, punctuation, handwriting)	
	Teach sentence structure (avoiding sentence fragments, using varied sentence lengths)	
	Teach organization and paragraphing	
	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
	Know the Colorado Model Content Standards and Benchmarks for Reading and Writing	
	Know the Colorado Basic Literacy Act (CBLA) Reading Proficiencies for Kindergarten, 1 st , 2 nd , and 3 rd grades	
	Assess CBLA proficiencies and use assessment data to develop an Individual Literacy Plan (ILP)	
	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	
	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	
	Identify and analyze examples of unsatisfactory, partially proficient, proficient, and advanced student work at various grade levels and the implication for instruction	
	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	