



COLORADO
Department of Education

State Systemic Improvement Plan Phase III

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Office of Special Education Programs

U.S. Department of Education

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Colorado Department of Education

Exceptional Student Services Unit

www.cde.state.co.us

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Introduction

This report will provide the reader with information regarding the current status of the implementation of the Colorado Department of Education's (CDE) Office of Special Education's State Systemic Improvement Plan (SSIP) which is focused on improving literacy knowledge and skills of students who are in kindergarten through third grade. For more in-depth information on the entirety of the development of the SSIP, we encourage the reader to review the Phase I and Phase II reports which are available on the CDE website at: <http://www.cde.state.co.us/cdesped/spp-apr>

To reacquaint the reader with the foundation of the SSIP, this phase III report begins with a report on our Stakeholder involvement in all of the three coherent improvement strategies being implemented in accomplishing the goal of the SSIP. Next the reader will see a brief overview of legislative actions that provide support for long-term sustainability which is followed by the root causes and vision statements that were identified through the Phase I analyses that provided the framework for the development of the Phase II action plan. The reader will also see the SSIP theory of action. The final sections of this report include a description of the principal activities employed during the year, infrastructure development, evidence-based practices, evaluation activities, any data quality concerns, and plans for next year.

The report is divided into two sections: a report of activities and supporting documentation. The report includes the coherent improvement strategies, goals, tasks, activities, who is responsible for implementing, due dates, and if the activities are being completed according to plan. When the reader sees an asterisk* in the Status Column, that indicates the completion was later than originally expected. Located in the appendices are samples of documentation giving the reader an overall understanding of the evidence-based activities.

This document is formatted electronically to allow the reader to easily move from the implementation report to the supporting documentation via internal hyperlinks. Click on the blue hyperlinked [Appendix](#) to see the documentation. Click on the [Return to Report](#) link to go back to the implementation report. There are some appendices that support different sections of the plan but only the first time it is mentioned will there be a hyperlink.

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Stakeholder Involvement

Stakeholder involvement in SSIP implementation

- a. How stakeholders have been informed of the ongoing implementation of the SSIP
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

Throughout the development of Phase I and II, our stakeholders (e.g., educators, administrators, advocates, higher education leaders) were steadfast in their emphasis that students with disabilities are general education students first. They were strong in communicating their expectations that our improvement strategies should be focused to emphasize best first instruction in the general education environment. Throughout the development process not only did Colorado identify root causes, but we also developed vision statements of where we would like to be five years from now. Threaded throughout this report the reader will see how the root causes and strategies for improvement have been interwoven to address our areas of greatest need leading us toward our envisioned future.

As we have moved from Phase II to Phase III of our plan, stakeholder participation continues to be essential since they are integral partners in both implementation and evaluation of the activities and goals. Each improvement strategy intertwines with the others; some stakeholders reach across all three strategies, while other stakeholders are primarily focused on one particular thread.



Improvement Strategy One is focused on aligning language and literacy instruction in pre-service education through induction opportunities and on-going professional learning of newly licensed educators. As co-recipients of a grant from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, our primary stakeholders include three Institutes of Higher Education (IHE), the University of Northern Colorado, Metropolitan State University of Denver, and the University of Colorado at Colorado Springs. We have an additional IHE partner, Regis University, that has a member on the Colorado State Leadership Team (CSLT) for CEEDAR. IHE stakeholder representatives on the CSLT include Deans, Assistant Deans, Department Chairs, and Faculty who teach language and literacy to pre-service candidates. Additionally, the Co-Chair of the Colorado Special Education Advisory Committee is a member of the CSLT and brings representation for parents and students with disabilities.

As we move along the collaboration continuum towards transformational engagement, the CSLT has engaged in several activities together. We have created a blueprint with our plan of action, developed four strategic goals, completed multiple activities together, and have a plan for continuation of this work after the CEEDAR grant ends. Each member of the CSLT engages other stakeholders outside of the working group to bring in additional perspectives to inform the work. Additional details of the work of the CSLT are included in the Implementation section of this report.

Improvement Strategy Two is focused on the professional learning of educators who are currently teaching language and literacy to students in K-3 classrooms. The primary stakeholders in this project are the classroom teachers and the principals who oversee the comprehensive literacy programming in their schools. This school-based project began during phase II in 2 pilot schools and the work accomplished in those schools has informed the implementation during phase III. Teacher and leader feedback, student progress, and evaluation of the activities have been essential for a strong beginning to the phase III work.



There are 7 districts with 21 participating schools in Phase III. The Directors of Special Education in these districts serve as project advisors, with the first component including the recommendation and approval of the participating schools. The Principals are closely engaged with the embedded Literacy Coach in the development, implementation and evaluation growth of a comprehensive literacy program in each school. The input and recommendations from the Principals is foundational to the work of the project which is guiding timelines and identifying critical infrastructure needs for future scale-up. The Teachers are the heart and soul of this project and without them the entire project would stall. These key stakeholders have influenced timelines, resources, and adjustments in coaching based upon their feedback on what works and does not work. Additional details about the input provided by these stakeholders are provided in the supporting documentation appendices of this report.

Improvement Strategy Three is focused on leveraging federal funds to provide a coordinated set of activities that support all children who are at risk of failure, specifically students with disabilities, students experiencing poverty, students of minority, and English language learners. The key internal stakeholders are employees of the Department of Education's Unit of Federal Programs Administration (UFPA) who oversee the Federal Title funds. Together we have coordinated and delivered two annual Excellence & Equity Conferences and we are planning a third. These conferences have had attendees from Teachers to Principals, Special Education

Directors and Title I Directors to Superintendents. Geared to provide professional learning and resources, one of the goals has been to help professionals in the field think differently about the use of their federal funds. With key internal and external stakeholders we are building out from this collaborative venture to develop a crosswalk of the appropriate use of funds from both federal and state level resources (e.g., IDEA, Title, READ Act).

Another joint project shared by the Exceptional Student Services Unit (ESSU) and UFPA is the Connect for Success grant that is designed to help low performing schools receive targeted technical assistance to improve school systems. Through active partnerships between CDE, the District, and the School a plan is developed utilizing high leverage strategies identified in Colorado high achieving schools (HAS). Stakeholders from the HAS schools have consistently participated in providing input and guidance to the CfS schools regarding what works and does not work. They have opened their doors to the CfS schools to come for site visits and met with their staff to discuss strategies. By providing the opportunity and encouragement to think about their funds in a different way, we anticipate seeing growth in student outcomes. A joint team from CDE also visits each school meeting with leadership, teachers, specialists, staff, parents, and students to hear their perspectives. Bringing everyone to the conversation is a key component of this strategy. Additional documentation about stakeholder input is included in the appendices for improvement strategy three.



Legislation for Sustainability

Our State Systemic Improvement Plan (SSIP) is designed around creating an aligned professional learning system in literacy from pre-service through in-service resulting in the strategic delivery of knowledge, skill progression, and professional learning for elementary instructional leaders and teachers. Our desire is that these leaders and teachers will work in districts and schools that appropriately leverage federal funding streams to provide a coordinated set of services for students with disabilities and others who are at high risk of failure. Our targeted, child-level measurable result comes from data gathered in grades K-3.



Since the passage of the Colorado Reading to Ensure Academic Development Act in 2012 (READ Act), reading data for students in K-3 is collectable through approved interim assessments to determine whether a student has a significant reading deficiency (SRD) in grades K through 3. A SRD is defined by Colorado HB 12-1238 as “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 for the student’s grade level.” More information is available at:

<http://www.cde.state.co.us/coloradoliteracy>

Additionally, information about assessing for and identifying a Significant Reading Deficiency is available on our website at:

<http://www.cde.state.co.us/coloradoliteracy/readinterimassessments>

The Colorado Read Act is a primary leverage point for the implementation of the SSIP and has been intentionally interwoven into the activities. Because it is a legislative requirement, it provides a strong framework for sustainability and scalability across the State. As a part of their Unified Improvement Plan (UIP), all elementary schools and districts are required to include a READ Act data analysis and develop appropriate goals as needed. Building upon these expectations at the school and district levels, the Exceptional Student Services Unit (ESSU) has a path to uniquely provide technical assistance and professional learning for instructional leaders and teachers.

More information about the UIP is available at: <http://www.cde.state.co.us/uip>

The Early Literacy Assessment Tool Project (ELAT), as identified by the 2012 School Finance Act (HB 12-1345, Section 7, 22-2-141), is one mechanism for gathering K-3 data to demonstrate improvement in reading proficiency for students who have been identified with, or at risk of developing, a significant reading deficiency. The ESSU determined in Phase I that we would utilize the data gathered through the CDE approved interim assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next). Schools participating in the ELAT project fulfilled the first eligibility criterion for participation in the Structured Literacy Project.

Additional information about the ELAT project is available at:

<http://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool>

Ongoing updates that can be accessed by all Colorado stakeholders are available via our website at: <http://www.cde.state.co.us/cdesped/spp-apr>

Phase I & II Connections

As stated earlier, throughout the development of Phase I and II, our stakeholders (parents, educators, administrators) were steadfast in their emphasis that students with disabilities are general education students first. They were strong in communicating their expectations that our improvement strategies should be focused to emphasize best first instruction in the general education environment. The infrastructure improvement, professional learning, and technical assistance being developed and provided is a series of intentionally designed activities to address our primary concerns moving us towards our vision of the future.

Colorado’s Vision for Literacy and the SSIP Area of Focus

After conducting a deep data dive in Phase I, we determined that our focus area would be to improve the literacy skills of students with disabilities in K-3. The Colorado vision for literacy, which is spearheaded by the Office of Literacy, focuses our work because we are all committed to supporting districts, schools, and teachers in teaching the five components of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as oral and written language. Our mission is to support increased student achievement in literacy across Colorado by supporting quality school-wide reform models in light of current and advancing research.

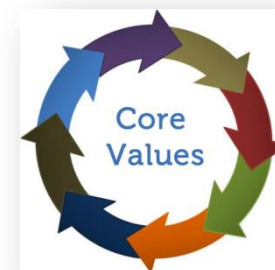


SSIP Theory of Action

The Colorado Department of Education has five areas of emphasis that guide our overall work. They are: Educator Effectiveness, Results-Driven Accountability, Family – Community Partnerships, System Supports, and Technical Assistance. As we completed the Phase I analyses and the Phase II development of our action plan, each of these areas were considered and embedded into our work, and they are evident in our core values. We recognize that in order to move from the current state demonstrated through our root causes to the realization of our vision statements, we all must work together as transformational partners to achieve improved outcomes for all students. For the ESSU, that includes intentional convening of stakeholders from colleagues in Institutes of Higher Education and pre-service education candidates - to those across the Department, Districts, and Schools – to our parents across the State. All of these stakeholder groups have an active role in the implementation and evaluation of our SSIP. Throughout this report, when reading the word “we” or “our”, it means the ESSU and stakeholders who have come together to implement this action plan.

Our Core Values

- All children can learn to read and write as a result of effective teaching.
- All students must have access to rigorous standards-based curriculum and research-based instruction.
- All students must have access to effective universal instruction.
- Intervening at the earliest indication of need is necessary for student success.
- A comprehensive system of tiered interventions for differentiated instruction is essential for addressing the full range of student needs, including students below and above grade level.
- Collaboration among educators, families, and community members is the foundation for effective problem solving, instructional decision making, and successful literacy outcomes.
- Ongoing and meaningful involvement of families increases student success.
- Effective leadership at all levels in the education system is crucial for successful literacy development.



Our Concerns (Root Causes)

Figure 1: Root Causes Based Upon Phase I Data and Infrastructure Analyses

TEACHERS	LEADERS	SYSTEMS
Special education and general education teachers have limited knowledge regarding how to teach the five components of reading.	School instructional leaders do not sufficiently emphasize the shared responsibility of all staff for student success and a rigorous cycle of teaching and learning emphasizing best first instruction.	Special education teachers, general education teachers, and literacy specialists are not trained as a team nor given adequate common planning time for collaboration during the school day.
General education teachers and special education teachers have a limited knowledge regarding specialized instructional practices for teaching the five components of reading to students with disabilities.	School instructional leaders have limited knowledge regarding literacy instruction that hinders their ability to oversee comprehensive literacy programming.	Not all schools are using a core reading curriculum and/or consistent materials aligned to the Colorado Academic Standards.

TEACHERS	LEADERS	SYSTEMS
Time and intensity are not always adequate for direct and explicit literacy instruction.	School instructional leaders do not adequately understand how to implement and sustain a multi-tiered system of supports.	Approaches to literacy instruction and interventions are fragmented and inconsistent.
Teachers do not systematically use data to inform instructional practices.	Leaders do not systematically use data to inform instructional practices.	Master schedules do not provide adequate time for best first instruction.
Teachers engage in minimal cross departmental collaboration for technical assistance and professional learning related to students with disabilities.	Leaders do not have strategies or opportunities to leverage funding in their schools.	Funding is maintained in silos and not leveraged in order to provide a coordinated set of learning activities to meet the needs of high risk students.

Our Vision of the Future

- Leaders, educators, and service providers demonstrate high expectations and believe that all students can learn; that growth outcomes can be achieved by everyone.
- Educators are fully equipped to meet the needs of all students in their classrooms, accessing a full range of professional knowledge and skills to meet the literacy needs of all students.
- A universal system of core instruction is provided to all students by the best qualified educator.
- Multi-tiered Systems of Support are established and robust, providing fluid and appropriate interventions for all students.
- Mentoring/Coaching is available for educators providing job-embedded and virtual TA on evidence-based instructional practices.
- Institutes of Higher Education require coursework for all pre-service teachers resulting in newly licensed teachers who know how to teach reading and leaders who know how to oversee comprehensive literacy programming.
- There are licensure requirements in place for new teachers that include updated expectations regarding literacy instruction.
- There are recommendations for Teacher and Principal Induction that build on pre-service education and the expectations of novice teacher and leaders which expands on effective and differentiated instruction for all students.
- Federal funding streams are braided to provide a coordinated set of services.
- State level, District, and LEA collaboration and consistency is the norm.



State-Identified Measurable Result*

Students** in kindergarten and first grade*** who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.



*Based upon the Structured Literacy Project – **(Measured by Improvement Strategy Two)**

** who attend one of the 21 SSIP project schools

***grade level cohorts will be added each year as students advance through third grade

Improvement Strategies

1. **Pre-Service Alignment**: In collaboration with key external stakeholders, Colorado Institutes of Higher Education (IHEs), we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers to improve the professional learning infrastructure of the State. Long term we expect to see an impact statewide in improved literacy data after pre-service candidates have completed the aligned programming and induction recommendations for new teachers are aligned to pre-service completion.
2. **In-Service Professional Learning**: In collaboration key stakeholders across the State Education Agency, Districts, and 21 Schools that are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten and first grade general educators and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction. We expect to see improved K-3 DIBELS data in the partner schools as demonstrated by students moving towards and maintaining “benchmark.” Long term we expect a reduction in the number of students identified with a Significant Reading Deficiency (SRD) and improved proficiency on the 3rd grade statewide assessment for matched cohorts.
3. **Leveraging Funds**: In collaboration with key stakeholders in the Unit of Federal Programs Administration (UFPA), districts, and participating schools, we will provide professional learning and opportunities to examine and use strategies for allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities. We expect to see improved literacy data as schools and districts utilize strategies that address comprehensive systemic improvement to meet the needs of students who are at risk of failure.



If we create an aligned professional learning system from pre-service learning at Universities – through initial licensure – to on-going professional development opportunities....



...and provide professional learning and technical assistance related to language and literacy instruction for current teams of Kindergarten – 3rd grade special educators, general educators, and leaders....



...and provide professional learning and opportunities to examine and use strategies to braid federal funds...



...then our pre-service candidates, newly licensed educators, and current educators will have increased knowledge and skills to teach language and literacy to K-3 students....

...then students who are in K-3 will improve their reading proficiency by the third grade.



Implementing the State Systemic Improvement Plan

The implementation progress section is divided into two segments: a report of the activities (table) and supporting documentation (Appendices). The table report includes the coherent improvement strategies, goals, tasks, activities, who is responsible for implementing (which includes stakeholders), due dates, and if the activities are being completed according to plan. When the reader sees an asterisk* in the Status Column, that indicates the completion was later than originally expected, but these have not impacted the overall accomplishment of the goals. The appendices include documentation samples giving the reader an overall understanding of the evidenced-based activities and discussions.

This document is formatted electronically to allow the reader to easily move from the implementation report to the supporting documentation via internal hyperlinks. Click on the blue hyperlinked [Appendix](#) to see the documentation. Click on the [Return to Report](#) link to go back to the same location in the implementation report. There are some appendices that support different sections of the plan but only the *first time* it is mentioned will there be a hyperlink.

Progress in Implementing the SSIP includes:

1. Description of the State's SSIP implementation progress
 - a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed (Report)
 - b. Intended outputs that have been accomplished as a result of the implementation activities (Appendices)
2. Stakeholder involvement in SSIP implementation
 - a. How stakeholders have been informed of the ongoing implementation of the SSIP (see narrative beginning on page 5)
 - b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP
3. Assessment of progress toward achieving intended improvements
 - a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up
 - b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
 - c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

1 - Improvement Strategy One

In collaboration with key external stakeholders, Colorado Institutes of Higher Education (IHEs), we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers.

Goal 1—Teacher Preparation Improvement: Develop inventories of preparation practices and craft expected competencies for Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teacher candidates around the delivery of developmentally-appropriate literacy instruction, assessment, and intervention practices for students with disabilities (SWDs).

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
<p>Objective 1: ENGAGE STAKEHOLDERS</p> <p>Collaborate with various Colorado stakeholders to generate a list of promising practices in teacher preparation regarding best first instruction, assessment methods, and the use of scientifically- and evidence-based intervention strategies to address significant reading deficiencies.</p>	<p>Task 1: Survey traditional and alternative teacher preparation program faculty regarding teacher candidates' literacy instruction and field experiences.</p>	<p><i>Survey Committee:</i> Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce, Miki Imura, Faye Gibson</p>	April 2017	In Process
	<p>Activity 1: Develop a survey of methods course work and practicum requirements. (Appendix A)</p>		September 2016	Completed
	<p>Activity 2: Disseminate survey to traditional and alternative teacher preparation program faculty.</p>		October 2016	Completed
	<p>Activity 3: Collect, collate, and analyze data to identify where prep coursework aligns with literacy practices identified in Task 1.</p>	<p>Qualitative Analyst: Augenblick, Palaich and Associates</p>	April-May 2017	In Process
	<p>Task 2: Engage community stakeholders through focus groups (e.g., non-profits, BOCES, districts, families) to gather feedback regarding how well new PK-12 special education teachers and new PK-6 general education teachers are prepared for the (literacy) reform</p>	<p><i>Survey Committee:</i> Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce</p>	February-March 2017	In Process

	expectations for which Colorado educators are held accountable.			
	Activity 1: Develop focus group protocols for community stakeholders. (Appendix B1)		September 2016	In Process
	Activity 2: Conduct focus groups with community stakeholders. (Appendix B2 , Appendix B3 , and Appendix B4) <ul style="list-style-type: none"> • Teachers • Principals • Parents • Directors of Special Education • Literacy Instructional Coaches 	Faye Gibson and Wendy Sawtell	February-April 2017	In Process
	Activity 3: Collect, collate, and analyze data from community stakeholder feedback. (Appendix B5)	Qualitative Analyst: Augenblick, Palaich and Associates	March-May 2017	In Process
	Task 3: Create rough draft of strengths and opportunities for growth; the state of literacy (teacher) preparation in Colorado.		May 2017	Not Started
	Task 4: Present results to Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, Colorado Department of Education Educator Licensing Unit, and other stakeholder groups (e.g., superintendents, principals, directors of special education) along with draft rubrics for outcomes/competencies in content knowledge and practices for teachers.		Spring 2017— Present to stakeholder groups as schedules allow	Not Started
Objective 2: DEFINE LITERACY CONTENT KNOWLEDGE	Task 1: Identify scientifically- and evidence-based practices for literacy using national and Colorado resources (e.g., International Dyslexia Association, International Literacy Association, CEEDAR Innovation	<i>Literacy Committee:</i> Donna Bright, Ellen Hunter, Barb Johnson, Alisa	July 2016	Completed

Draft list of outcomes/competencies that convey the (literacy) content knowledge expected of teacher candidates upon completion of special education, early childhood, and elementary teacher preparation programs.	Configuration, READ Act, CDE literacy framework rubric, community and family partnership tools, early learning and development guidelines, Literacy Research Association, CO Competencies for Early Childhood Educators and Administrators, etc.) (Appendix C)	Dorman, Ellen Spitler, Barbara Frye, Leslie Grant		
	Task 2: Engage traditional and alternative teacher preparation program leaders in creating developmentally appropriate expectations regarding literacy (academic) content knowledge.	Faye Gibson and Wendy Sawtell	Summer 2017	In Process
	Activity 1: Utilize the CO State Model Rubric to craft basic-exemplary categories reflective of demonstrable literacy mastery at program completion-the student teaching apprenticeship (Quality Standard I-Element B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening.) (Appendix D)	Toby King	May 2017	In Process
	Activity 2: Gather feedback from CDE Literacy Office, Educator Effectiveness Office, Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Early Learning and School Readiness).		Spring 2017— Present to stakeholder groups as schedules allow	Not Started
	Activity 3: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Service Supervisors	Fall 2017	Not Started
Objective 3: DEFINE LITERACY SKILLS AND PRACTICES	Task 1: Identify scientifically- and evidence-based practices for literacy using national and Colorado resources (e.g., International Dyslexia Association,	<i>Literacy Committee:</i> Donna Bright, Ellen Hunter, Barb	July 2016	Completed

Draft list of outcomes/competencies that convey the scientifically- and evidence-based practices in literacy instruction, assessment, and interventions expected of teacher candidates upon completion of special education, early childhood, and elementary teacher preparation programs.	International Literacy Association, CEEDAR Innovation Configuration, READ Act, CDE literacy framework rubric, community and family partnership tools, early learning and development guidelines, Literacy Research Association, CO Competencies for Early Childhood Educators and Administrators, etc.) (Appendix C)	Johnson, Alisa Dorman, Ellen Spitler, Barbara Frye, Leslie Grant		
	Task 2: Engage traditional and alternative teacher preparation program leaders in creating developmentally appropriate expectations regarding <i>instructional delivery for all students in literacy.</i>	Faye Gibson and Wendy Sawtell	Summer 2017	In Process
	Activity 1: Utilize the to craft basic-exemplary categories reflective of demonstrable inclusive and differentiated literacy instructional practices at program completion-the student teaching apprenticeship (<u>Quality Standard I-Element D</u> : Teachers demonstrate knowledge of the...appropriate evidence-based practices and specialized character of the disciplines being taught; <u>Quality Standard II- Element D</u> - Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels; <u>Quality Standard IV – Element A</u> -Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.) (Appendix D)		May 2017	In Process
	Activity 2: Gather feedback from CDE Literacy Office, Educator Effectiveness Office,		Spring 2017—	Not Started

	Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Office of Learning Supports).		Present to stakeholder groups as schedules allow	
	Activity 3: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Service Supervisors	Fall 2017	Not Started
	Task 3: Engage traditional and alternative preparation program leaders in creating developmentally appropriate expectations around <u>literacy assessment and intervention for all students</u> .	Faye Gibson and Wendy Sawtell	December 2017	In Process
	Activity 1: Utilize state-approved lists and guidelines to inform the crafting of expected program-completer understandings and demonstrated use of <u>assessment and differentiated assessment pathways for SWDs</u> .		Summer 2017	Not Started
	Activity 2: Utilize state-approved lists and guidelines to inform the crafting of expected program-completer understandings and demonstrated use of <u>intervention</u>		August-December 2016	Not Started*
	Activity 3: Gather feedback from key stakeholders CDE Literacy Office, Educator Effectiveness Office, Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Assessment Unit, Office of Learning Supports, Low Incident Advisory Committees, SLD Advisory Committee).		Spring 2017— Present to stakeholder groups as schedules allow	Not Started

		Activity 4: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Supervisors	Fall 2017	Not Started
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Goal 2—Leader Preparation Improvement: Develop inventories of preparation practices around ensuring principal/leader candidates’ ability to determine quality, and developmentally-appropriate, literacy practices for all students, including students with disabilities (SWDs), in PreK-12 classrooms.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	
Objective 1: Collaborate with diverse Colorado stakeholders to generate list of promising practices that build the capacity of aspiring educational leaders to recognize (best first) literacy instruction, assessment methods, and scientifically- and evidence-based intervention strategies to address significant reading deficiencies.	Task 1: Survey traditional and alternative programs regarding the development of principal candidates’ competency in evaluating teachers’ literacy practices.	<i>Survey Committee:</i> Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce	Completed by April 2017	In Process	
	Activity 1: Develop survey of methods course work and practicum requirements and disseminate survey to traditional and alternative teacher preparation program faculty. (Appendix E) Discuss initial results of the faculty Surveys. (Appendix E1)			November 2016	Completed
	Activity 2: Identify where prep coursework aligns with literacy reforms and tools (e.g., READ Act, CDE literacy framework rubric, State Model Evaluation Rubric, community and family partnership tools, etc.) (Quality Standard II - ELEMENT E - Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to	Toby King		April 2017	In Process

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status
		support and guide teachers in data-based decision making regarding effective practices to maximize student success.)			
		Activity 3: Collect, analyze, and collate data.		March-May 2017	In Process
		Task 2: Create rough draft of strengths and opportunities for growth; the state of literacy (principal) preparation in Colorado.	<i>Survey Committee:</i> Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce	May 2017	Not Started
		Task 3: Present results to Colorado Council of Deans of Education (CCODE), Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., superintendents, principals, and teachers).		Spring 2017— Present to stakeholder groups as schedules allow	Not Started

Alignment of Professional Learning Systems

Goal 3: The Colorado State Leadership Team (CSLT) will provide input on standards and best practices for induction for recipients of initial licenses in Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teacher and leader candidates.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 1: Utilizing the inventories of preparation practices and expected competencies developed for the Teacher and Leader Preparation Development, review and provide recommendations to CDE.	Task 1: CSLT will develop recommendations for the proposed Colorado model induction program guidelines.	<i>Induction Committee:</i> Kim Watchorn, Toby King, Faye Gibson, Wendy Sawtell, Laura Marshall, Mary Bivens, Jenn Weber	Spring / Summer 2017	In Process
	Task 2: Provide recommendations to the CDE Educator Talent Unit		Spring / Summer 2017	Not Started

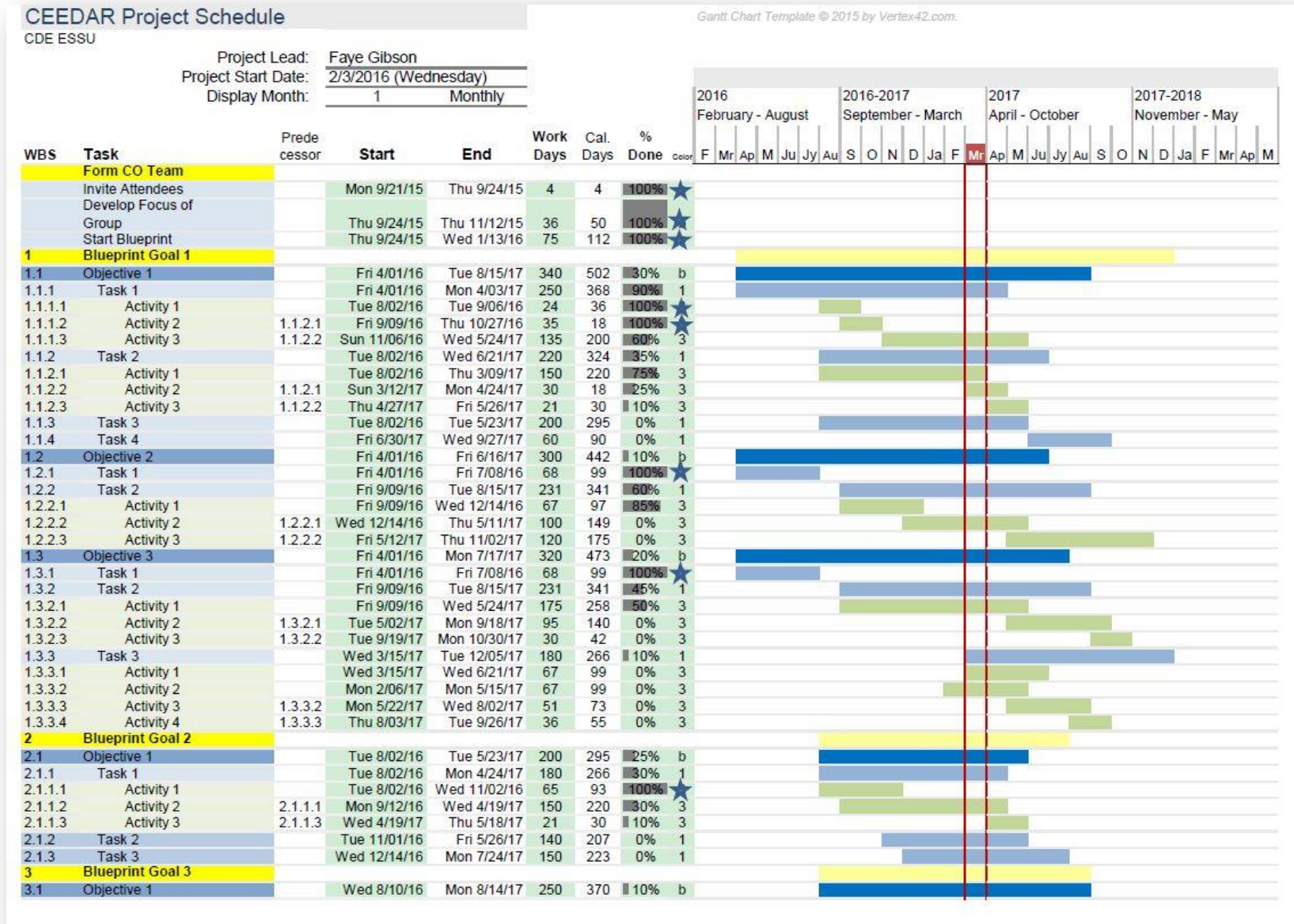
Educator Preparation Program Approval/Evaluation

Goal 4: Provide recommendations for possible revisions to the state (CDHE/CDE) process for educator preparation program reauthorization (with specific attention to the evaluation of the training provided to prospective Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teachers in literacy instruction for students with disabilities).

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	
Objective 1: Determine the efficacy of state reauthorization in the continuous cycle of program improvement for traditional (IHE) and alternative preparation education programs.	Task 1: Collaborate with traditional and alternative preparation program leaders in order to understand the actionable take-aways from program reauthorization and site visits.	Not assigned yet	Spring / Summer 2017	Not Started	
	Activity 1: Develop focus group protocols (IHE and alternative) to collect specific evidence/ experiences/ examples relative to the utility of data or feedback garnered from the existing reauthorization process.			Not Started	
	Activity 2: Engage focus groups in discussions of possible ways to improve the process, possible forms of feedback with more practical potential (with respect to improving literacy instruction preparation).			Not Started	
	Task 2: Determine the role and perspectives of CDHE and CDE offices/staff members in relation to the existing reauthorization process.			Summer / Fall 2017	Not Started
	Activity 1: Conduct focus groups with state staff/offices (e.g., CDE Office of Literacy, Office of Standards and Instruction, Office of Licensure) to assess strengths and limitations.				Not Started

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status
		<p>Activity 2: Engage focus groups in discussions of possible ways to improve the process, possible practices and measures in ascertaining educator program quality (with respect to literacy instruction preparation) and suggesting opportunities for improvement.</p>			Not Started
		<p>Task 3: Draft document that details the existing perceptions of the usefulness of the state reauthorization process from the lenses of both the “reviewed” and “reviewer”.</p>		Fall 2017	Not Started
		<p>Activity 1: Present results to stakeholders across the preparation field (CDHE and CDE offices, CCODE, community groups, etc.) to inform</p>			Not Started

Implementation Timeline – Strategy One



Display Month: <u>1</u> <u>Monthly</u>										2016							2016-2017							2017							2017-2018						
										February - August							September - March							April - October							November - May						
WBS	Task	Predecessor	Start	End	Work Days	Cal. Days	% Done	Color		F	Mr	Ap	M	Ju	Jy	Au	S	O	N	D	Ja	F	Mr	Ap	M	Ju	Jy	Au	S	O	N	D	Ja	F	Mr	Ap	M
3.1.1	Task 1		Wed 8/10/16	Wed 5/03/17	180	267	10%	1																													
3.1.2	Task 2		Sat 4/01/17	Tue 8/08/17	87	130	0%	1																													
4	Blueprint Goal 4																																				
4.1	Objective 1		Fri 6/23/17	Thu 6/28/18	250	371	0%	b																													
4.1.1	Task 1		Fri 6/23/17	Thu 2/01/18	150	224	0%	1																													
4.1.1.1	Activity 1		Fri 6/23/17	Fri 12/15/17	120	176	0%	3																													
4.1.1.2	Activity 2	4.1.1.1	Mon 12/18/17	Mon 4/09/18	74	113	0%	3																													
4.1.2	Task 2		Fri 6/23/17	Thu 6/28/18	250	371	0%	1																													
4.1.2.1	Activity 1		Fri 6/23/17	Tue 10/10/17	74	110	0%	3																													
4.1.2.2	Activity 2	4.1.2.2	Fri 6/23/17	Wed 9/13/17	55	83	0%	3																													
4.1.3	Task 3		Fri 9/15/17	Thu 10/26/17	30	42	0%	1																													
4.1.3.1	Activity 1		Fri 9/29/17	Fri 12/29/17	62	92	0%	3																													

SSIP Implementation Progress

2 - Improvement Strategy Two

In collaboration key stakeholders across the State Education Agency, Districts, and 21 Schools who are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten and first grade general educators, and elementary related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

Goal 1— Develop implementation blueprint and build capacity of state staff to provide advance and just- in-time professional learning for partner elementary school principals and teachers during year one of the Phase III SiMR Structured Literacy Project.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status / Completion Date
Objective 1: Identify partner schools and secure approval from District and School leadership in order to provide job embedded coaching, frontloaded TA, and just- in-time professional learning for elementary school principals and teachers.	Task 1: Secure agreement from District and School leadership for schools to be in the SiMR Structured Literacy Project.	Ellen Hunter and Barb Johnson	August 15, 2016	In Process
	Return to Report Activity 1: Determine school selection criteria. Select and contact potential schools. (Appendix F)		April 15, 2016	Completed* June 10, 2016
	Activity 2: Meet with interested District and School leadership teams to discuss project requirements and expectations, and conduct a SiMR School Readiness Assessment, and invite recommended schools to participate in Project. (Appendix G)		June 3, 2016	Completed* October 14, 2016
	Activity 3: Secure the Literacy Collaborative Agreements for all participating schools. (Memorandum of Understanding) (Appendix H)		August 12, 2016	In Process

Objective 2: Build capacity of State staff to meet project expectations and requirements.	Task 1: Hire seasoned coaches with deep understanding of scientifically-based-reading research and instruction as well as primary and/or special education teaching experience. (Appendix I)	Faye Gibson, Ellen Hunter, and Barb Johnson	August 5, 2016	Completed* December 16, 2016
	Activity 1: Update job description and post positions to the CDE website.		June 24, 2016	Completed June 24, 2016
	Activity 2: Interview candidates with minimum skill set. Select and offer employment to chosen candidates.		August 5, 2016	Completed* December 16, 2016
	Task 2: Develop capacity of literacy coaches in CDE policies and procedures, project goals and expectations; provide professional learning in the Structured Literacy Routine and coaching. (Appendix J)	Ellen Hunter and Barb Johnson	June 28, 2019	In-Process
	Activity 1: Attend professional learning events with assigned schools to develop relationships with teachers and learn the Structured Literacy Routine. (Appendix K)	Literacy Coaches	October 26, 2016	Completed* October 26, 2016
	Activity 2: Attend monthly literacy coach meeting to build capacity and engage in peer-to-peer discussions. (Appendix L)		On-going August 31, 2016	In-Process
Objective 3: Plan, prepare, and deliver a detailed budget and materials for one year's implementation of Phase III of the SiMR Structured Literacy Project.	Task 1: Plan and develop a budget itemizing teacher, principal, and leadership team training and materials required throughout the 2016-2017 school year for the Phase III schools.	Faye Gibson, Ellen Hunter, and Barb Johnson	September 9, 2016	Completed September 9, 2016
	Activity 1: Develop initial blueprint for Phase III SiMR Structured Literacy Project Schools' professional learning needs, including classroom instructional materials for every participating teacher. (Appendix M)		April 19, 2016	Completed April 19, 2016

	Activity 2: Purchase Project supplies and instructional materials for K-1 classroom teachers.		September 9, 2016	Completed September 9, 2016
	Task 2: Prepare the training materials and agendas for training Kindergarten, first-grade, special education and intervention teachers in the evidence-based Structured Literacy Routine.	Ellen Hunter and Barb Johnson	August 5, 2016	Completed August 5, 2016
	Activity 1: Create a SiMR Structured Literacy Project scope and sequence for Kindergarten and first-grade. (Appendix N)		August 5, 2016	Completed August 5, 2016
	Activity 2: Create a crosswalk for 10 of the schools using McGraw-Hill <i>Wonders</i> as their core literacy resource. (Appendix O)		August 5, 2016	Completed August 5, 2016
	Activity 3: Update a Structured Literacy Project lesson planning template to be used by all teachers to plan daily lessons. (Appendix P)		August 5, 2016	Completed August 5, 2016
	Task 3: Research virtual coaching platforms for consideration to implement as one method to address sustainability and scalability.	Ellen Hunter and Barb Johnson	October 28, 2017	In Process
	Activity 1: Evaluate a variety of virtual coaching software programs based upon the SiMR Structured Literacy Project's needs.		February 22, 2017	Completed February 22, 2017
	Activity 2: Prepare and submit a Request for Proposal. Evaluate any submissions for alignment to project needs.		June 2, 2017	In Process

		Activity 3: Select vendor to provide virtual coaching platform for Structured Literacy Project.		October 28, 2017	Not Started
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Goal 2— Provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based instructional practices, and effective use of assessment tools and data in order to positively impact early reading achievement (K-3) through a specific focus on improving instructional practice and accelerating literacy growth in kindergarten and first grade.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 1: Build capacity of newly hired pilot school teachers through implementation of a new summer school offering to maintain sustainability in schools.	Task 1: Provide professional learning for the new educators at the pilot schools by Update blueprint for pilot schools’ professional learning needs and developing and delivering a two-week summer school option for students entering first grade. (Appendix Q)	Ellen Hunter and Barb Johnson	July 28, 2016	Completed July 28, 2016
	Activity 1: Create a draft blueprint for the proposed summer school, solicit feedback for blueprint improvement from district/school leadership, and secure approval from the collaborating school district.		June 23, 2016	Completed June 23, 2016
	Activity 2: Develop MOU with the district addressing school host responsibilities and CDE literacy specialist’s delivery of Structured Literacy Routine during summer school.		June 30, 2016	Completed June 30, 2016

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
	Activity 3: Provide pilot school teachers with additional staff consultation and professional learning on implementing the Structured Literacy Routine in their classrooms during the upcoming school year.		July 28, 2016	Completed July 28, 2016
Objective 2: Conduct a baseline for additional measure as a needs assessment to identify professional learning needs of teachers across all of the Project schools.	Task 1: Use the Teacher Knowledge Survey that includes the most essential tasks to determine teachers' foundational literacy knowledge.	Ellen Hunter, Barb Johnson, and Literacy Coaches	October 14, 2016	Completed* November 22, 2016
	Activity 1: Update the Teacher Knowledge Survey utilized in the pilot project. (Appendix R)		August 11, 2016	Completed August 11, 2016
	Activity 2: Give survey to every participating teacher and analyze results to identify baseline knowledge gaps for the development of targeted professional learning.		September 22, 2016	Completed* October 26, 2016
	Activity 3: Develop a schedule of formal professional learning opportunities.		October 14, 2016	Completed* Nov. 22, 2016
Objective 3: Ensure the teachers use the DIBELS Next tool accurately and adhere to the progress monitoring schedule established through the Office of Literacy's Early Literacy Assessment Tool Project.	Task 1: Coordinate with Amplify, the vendor contracted by CDE to educate end users, to provide PL on proper DIBELS administration procedures.	Ellen Hunter and Barb Johnson	November 22, 2016	Completed November 22, 2016
	Task 2: Work with teachers to develop progress monitoring schedule for each child based upon beginning (BOY) and middle of year (MOY) assessment data.	Literacy Coaches	On-going June 28, 2019	In Process June 28, 2019

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	
Objective 4: Ensure that the basic Structured Literacy Routine is implemented in all participating kindergarten and first-grade classrooms.	Task 1: Develop and provide initial professional learning for Structured Literacy Routine for all participating teachers.	Ellen Hunter, Barb Johnson, and Literacy Coaches	April 28, 2017	In Process April 28, 2017	
		Activity 1: Conduct 7 two-day professional learning sessions hosted by partner districts. (Appendix K)		September 22, 2016	Completed * October 26, 2016
		Activity 2: Provide participants with all teacher resources required to implement the Structured Literacy Routine. (Appendix J)		September 22, 2016	Completed* October 26, 2016
		Activity 3: Provide initial implementation coaching, modeled Structured Literacy lessons, use of evidence-based practices, and classroom and individual consultation.		October 19, 2016	Completed* December 9, 2016
		Activity 4: Evaluate classroom and school instructional resources and purchase necessary items.		October 19, 2016	Completed * November 4, 2016
		Activity 5: Gather baseline data of initial classroom implementation of the Structured Literacy Routine.	Literacy Coaches	April 28, 2017	In Process
	Task 2: Coach teachers to implement the Structured Literacy Routine in targeted, flexible small-group settings.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	In Process	
	Task 3: Coach teachers to create visual displays and/or data walls to inform instruction in each school participating in the SiMR Structured Literacy Project.	Ellen Hunter, Barb Johnson, and Literacy Coaches	On-going June 28, 2019	In Process	
Objective 5: Evaluate the embedded coaching	Task 1: Provide teachers with link to Concerns Based Adoption Model (CBAM) Stages of Concern	Wendy Sawtell and Miki Imura	January 13, 2017	Completed January 13,	

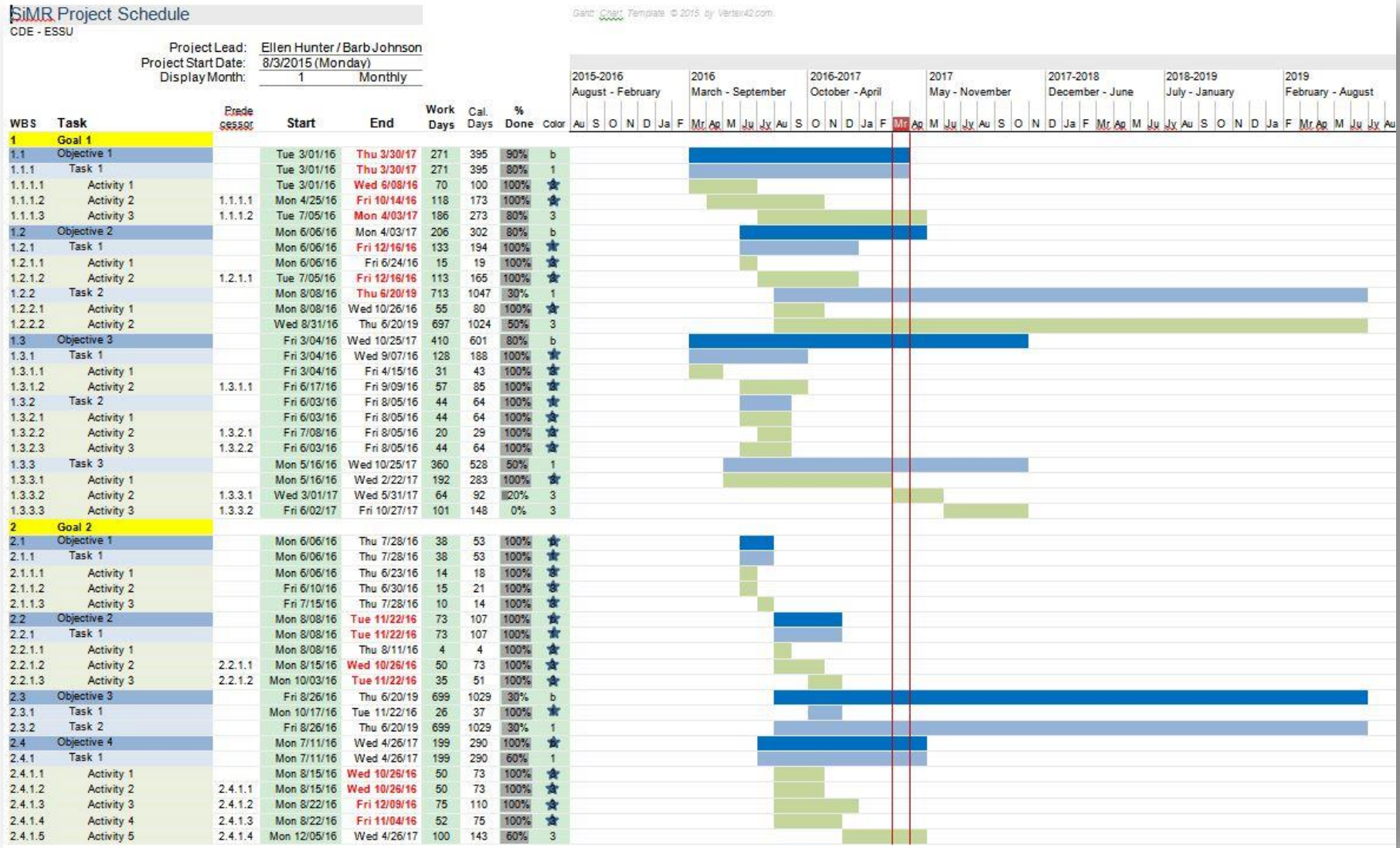
Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
program using teacher perception surveys.	Questionnaire, review results, and identify new coaching strategies to use with teachers. (Appendix S) (Appendix T) (Appendix T1)			2017
	Task 2: Provide teachers with a link to evaluate the effectiveness of the embedded coaching, review results, and make changes based upon stakeholder feedback to improve coaching practices. (Appendix U)	Wendy Sawtell, Miki Imura, Ellen Hunter, and Barb Johnson	April 7, 2017	In-Process
Objective 6: Increase teacher knowledge of foundational literacy and scientifically-based reading instruction.	Task 1: Provide professional learning and coaching at school and individual level to continue building teacher capacity in understanding the underlying research that informs the use of the Structured Literacy Routine.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	In Process
	Activity 1: Schedule and deliver PL to teams of educators with similar needs.		On-going June 28, 2019	In Process
	Activity 2: Provide embedded coaching to individual teachers to address specific areas of need.		On-going June 28, 2019	In Process
	Task 2: To meet the needs of the cohort of students currently in grade one, provide professional learning to second grade teachers in the Structured Literacy Routine for implementation during the 2017-2018 school year.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 9, 2017	In Process
	Activity 1: Develop schedule and deliver PL training in Spring/Summer 2017.		June 9, 2017	In Process
	Activity 2: Purchase and provide participants with all teacher resources required.		April 17, 2017	In Process

Goal 3— Increase the effectiveness of the comprehensive literacy programming at each of the participating schools.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
<p>Objective 1: Evaluate the Structured Literacy Project Schools’ overall literacy programming.</p>	<p>Task 1: Gather baseline data of participating schools’ current effectiveness in comprehensive literacy programming. (<i>Universal Instruction, Interventions, Assessment, School Leadership Team, Professional Development, Data-Based Decision Making, and Community and Family Involvement</i>)</p>	<p>Ellen Hunter, Barb Johnson, and Literacy Coaches</p>	<p>April 14, 2017</p>	<p>In Process</p>
	<p>Activity 1: Complete the <i>Literacy Evaluation Tool (LET- Long Form)</i>, based on their knowledge of each of their assigned school’s overall literacy programming. (Appendix V)</p>		<p>November 22, 2016</p>	<p>Completed November 22, 2016</p>
	<p>Activity 2: Complete the <i>Literacy Evaluation Tool (LET- Short Form)</i>, collaboratively with each building principal. (Appendix V)</p>		<p>November 18, 2016</p>	<p>Completed November 18, 2016</p>
	<p>Activity 3: Analyze LET evaluation data to identify and prioritize areas of initial strength and challenge in each of their assigned schools.</p>		<p>January 13, 2017</p>	<p>In Process*</p>
	<p>Activity 4: Analyze usage of time in coach logs to evaluate activities with high impact on student achievement. (Appendix W)</p>		<p>April 14, 2017</p>	<p>In Process</p>
<p>Objective 2: Increase instructional leadership in the area of comprehensive literacy programming.</p>	<p>Task 1: Form strong collaborative relationships with building principals and develop their understanding of project goals and expectations.</p>	<p>Ellen Hunter, Barb Johnson, and Literacy Coaches</p>	<p>December 16, 2016</p>	<p>In Process*</p>
	<p>Task 2: Provide professional learning and coaching for instructional leaders to oversee the delivery of language and literacy instruction in their schools.</p>	<p>Ellen Hunter, Barb Johnson, and Literacy Coaches</p>	<p>June 28, 2019</p>	<p>In Process</p>

		Activity 1: Create classroom / teacher observation forms to enhance Principal literacy knowledge and active participation in supporting the effective implementation of the Structured Literacy Routine. (Appendix X)	Ellen Hunter and Barb Johnson	September 9, 2016	Completed September 9, 2016
		Activity 2: Ensure consistent utilization of the observation form with Principal feedback on teacher progress.	Literacy Coaches	On-going June 28, 2019	In Process
		Activity 3: Evaluate need and interest for principal symposium during summer 2017.	Ellen Hunter and Barb Johnson	April 7, 2017	In Process
		Task 3: Provide coaching on master scheduling that allow for targeted small-group instruction, effective use of staff time (e.g., flooding models, use of push-in instructional models), and deep analysis of progress-monitoring data.	Ellen Hunter, Barb Johnson, and Literacy Coaches	On-going June 28, 2019	In Process
Objective 3: Provide literacy engagement activities with families and within the broader school community.		Task 1: Create and implement a series of parent activities and events, and family-friendly materials for home use with student(s).	Literacy Coaches	Ongoing June 28, 2019	In Process
		Activity 1: Develop take home materials according to the scope and sequence of the Structured Literacy Routine.	Literacy Coaches	June 2, 2017	In Process
		Activity 2: Plan and schedule event(s) to engage families and the broader community in the comprehensive literacy programming at each partner school.	Literacy Coaches	On-going June 28, 2019	In Process

Implementation Timeline –Improvement Strategy Two



SSIP Implementation Progress

3 - Improvement Strategy Three

In collaboration with key stakeholders in the Unit of Federal Programs Administration (UFPA), districts, and participating schools, we, the Exceptional Student Services Unit (ESSU), will align and leverage allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities.

Goal 1— In collaboration with UFPA, the Office of Literacy, and the LEA Special Education and Title Directors, examine braiding of supplemental federal funding streams.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 1: We will examine the practice of braiding federal funds in order to strengthen the delivery of a coordinated set of services and activities for students with disabilities.	Task 1: In collaboration with Directors of Title I and Special Education examine current trends, allowable uses, and processes to consider any recommendations for adjustment.	Barb Goldsby	February 28, 2018	In Process
	Activity 1: Examine trends in finance reform and guidelines.		December 15, 2017	In Process
	Activity 2: In collaboration, ESSU & UFPA will hold the second annual Excellence and Equity Conference for multiple stakeholders. (Appendix Y)	Faye Gibson, Wendy Sawtell, Jennifer Simmons	November 4, 2016	Completed
	Activity 3: Develop a crosswalk of allowable use of funds.		February 28, 2018	Not Started

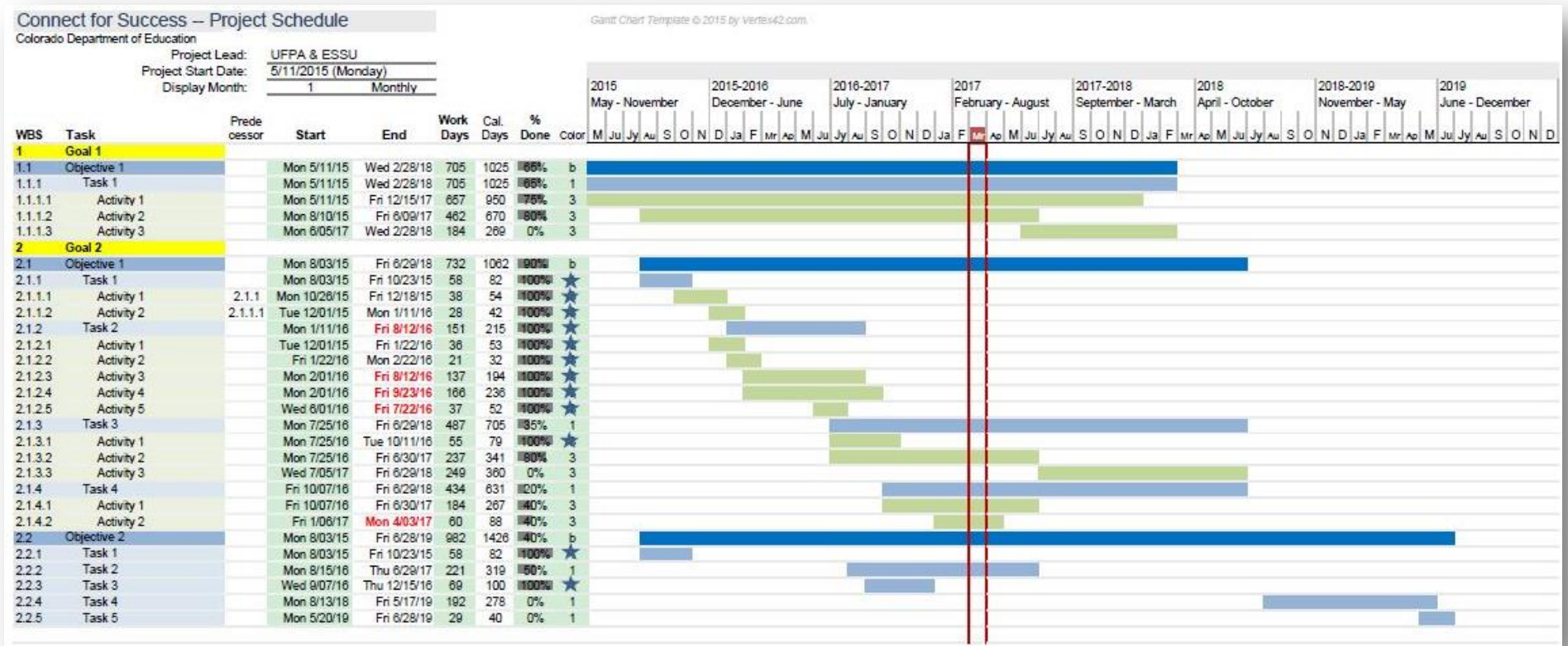
Goal 2 – In collaboration with the Unit of Federal Program Administration (UFPA), we will coordinate a grant, Connect for Success, along with the provision of Technical Assistance using braided funds from Title I and IDEA.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 1: Develop and fund a collaborative grant opportunity in order to pilot braiding strategies designed to strengthen the delivery of services for students who are at risk of failure.	Task 1: Develop criteria and award grant for pilot braiding project (Funding period for cohort one is January 2016 – June 2018). Grant based upon High Achieving School (HAS) study jointly conducted by UFPA and ESSU in 2015-2016 (Appendix Z).	Nazanin Mohajeri-Nelson, Sarah Cohen	October 23, 2015	Completed October 23, 2015
	Activity 1: Notify eligible Title I schools of the Request for Proposal, review applications, award grants. (Appendix AA)		December 18, 2015	Completed December 18, 2015
	Activity 2: Hire an Exceptional Students Service Unit (ESSU) Implementation Manager to coordinate grant. (Appendix BB)	Wendy Sawtell	January 11, 2016	Completed January 11, 2016
	Task 2: Provide technical assistance for grant recipients during initial planning phase. (Appendix CC)	Nazanin Mohajeri-Nelson, Sarah Cohen, Carla McGuane	June 1, 2016	Completed* August 12, 2016
	Activity 1: Coordinate kickoff event for 20 district and school leadership teams.		January 22, 2016	Completed January 22, 2016
	Activity 2: Provide training for District/School Implementation Coaches.		February 16, 2017	Completed February 16, 2017
	Activity 3: Coordinate UFPA/ESSU collaborative teams for on-site school visits (Appendix DD). Provide reports with areas of strengths and recommendations.		May 27, 2016	Completed* August 12, 2016

		Activity 4: Coordinate grantee school visits to High Achieving Schools (HAS).		May 27, 2016	Completed* September 23, 2016
		Activity 5: Review and approve schools' Connect for Success budgets and plans of action.		June 30, 2016	Completed* July 22, 2016
	Task 3: Provide technical assistance for grant recipients during implementation phase. (Appendix CC)	Nazanin Mohajeri-Nelson, Sarah Cohen, Laura Meushaw, Carla McGuane		June 29, 2018	In Process
		Activity 1: Coordinate networking and planning event for 20 district / school leadership teams.		October 11, 2016	Completed October 11, 2016
		Activity 2: Provide ongoing technical assistance from CDE Implementation Lead (2016-2017) for District/School implementation coaches.		June 30, 2017	In-Process
		Activity 3: Develop Tool for quarterly progress reports. Review grantee progress. (Appendix EE)		June 30, 2017	In-Process
	Task 4: Repeat process for Cohort 2 grantee recipients beginning with awarding grants to 8 new schools. (Funding period for cohort two is January 2017 – June 2019).	Nazanin Mohajeri-Nelson, Laura Meushaw, Wendy Sawtell, Carla McGuane		June 28, 2019	In Process

		Activity 1: Review what worked and did not work with cohort one and make adjustments as needed. (Expectations, Processes and Timelines)		June 30, 2017	In Process
		Activity 2: Hire additional part-time CDE Implementation Lead to coordinate grant.	Wendy Sawtell	February 27, 2017	In Process*
Objective 2: Evaluate the impact on student outcomes in schools participating in the Connect for Success collaborative grant.	Task 1: Determine baseline of cohort one. (Statewide assessment, School Performance Framework, READ Act).	Nazanin Mohajeri-Nelson, Miki Imura,	October 23, 2015	Completed October 23, 2015	
	Task 2: Collect and analyze annual progress of cohort one. (Statewide assessment, School Performance Framework, READ Act)	Nazanin Mohajeri-Nelson, Miki Imura	June 29, 2017	In Process	
	Task 3: Repeat baseline process for cohort two.	Nazanin Mohajeri-Nelson, Miki Imura	December 15, 2016	Completed December 15, 2016	
	Task 4: Repeat analysis process of impact for cohort two.		May 17, 2019	Not Started	
	Task 5: Prepare final report of collaborative grant opportunity regarding braiding strategies designed to strengthen the delivery of services for students who are at risk of failure.		June 28, 2019	Not Started	

Implementation Timeline – Strategy Three



Evaluation - Research Questions and Data Discussions

Information on Implementation and Outcomes in this section includes the following:

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan
 - a. Measurable Targets and Actual Data for FFY 2015 (Pilot Schools)
 - b. Data sources for each key measure
 - c. Description of baseline data being gathered for additional key measures
 - d. Data collection procedures and associated timelines
 - e. Planned data comparisons
 - f. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

2. How the State has demonstrated progress and made modifications to the SSIP as necessary
 - a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR
 - b. How data support changes that have been made to implementation and improvement strategies
 - c. How data are informing next steps in the SSIP implementation
 - d. How data support planned modifications to intended outcomes rationale or justification for the changes or how data support that the SSIP is on the right path

3. Stakeholder involvement in the SSIP evaluation
 - a. How stakeholders have been informed of the ongoing evaluation of the SSIP
 - b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

State-Identified Measurable Result*

Key Measure:

Students** in kindergarten and first grade*** who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.



*Based upon the Structured Literacy Project – **(Measured by Improvement Strategy Two)**

** who attend one of the 22 SSIP project schools (beginning in FFY 2016)

***grade level cohorts will be added each year as students advance through third grade

Measurable Targets

The baseline and targets represent all schools that were participating in the Early Literacy Assessment Tool Project (ELAT) when we originally set the targets. (Phase I report, Pages 52-53, 59; Phase II report, Pages 12-16). The baseline started with first grade and as we progress through the project we are adding additional grades.

Grade Level	Baseline of all ELAT schools at Beginning of Year Sept. 2014	Target (End of Year 2015) FFY 2014	Target EOY FFY 2015	Target EOY FFY 2016	Target EOY FFY 2017	Target EOY FFY 2018
K	-	-	≤15.00%	≤13.00%	≤12.00%	≤11.00%
1	26.34%	≤23.00%	≤21.00%	≤19.00%	≤18.50%	≤18.00%
2	-	-	-	-	≤16.50%	≤16.00%
3	-	-	-	-	-	≤16.50%

Actual Data for FFY 2015

During Phase II (FFY 2014) we began a pilot project to develop the Structured Literacy Routine in November 2014. This data is for the 2 Pilot Schools implementing the Structured Literacy Project for a full year in FFY 2015. The targets used below were originally set in Phase I as mentioned above and have not changed.

Pilot Project Grade Level	Actual Data at Beginning of Year Sept. 2015	Actual Data at End of Year May 2016	Target EOY FFY 2015	Was the target met?
K (N=88)	55%	10%	≤15%	Yes
1 (N=96)	49%	32%	≤21%	No

Project Evaluation Questions

Research Question 1: Will SIMR coaches' intervention increase teachers' knowledge of English language structure?

Analysis 1: CDE literacy specialists administered the teacher knowledge survey at the beginning of the school year in year 1 before coaching started and updated mid-way through the final year of the project (Winter 2018). The teacher knowledge survey measures the teachers' knowledge on the structure of English language. We expect a significant increase in the teachers' knowledge of the English language structure from time 1 and time 2.

Analysis 2: SIMR coaches completed the structured literacy implementation rubric for each teacher at the beginning of the year and the end of the year. The structured literacy implementation rubric measures the extent to which the teacher follows the routines that are considered best practices for reading pedagogy. With coaching from the SIMR coaches, we expect that the more proficient the teachers are in implementing structured literacy routine, the greater growth the teacher will show in the teacher knowledge survey.

Research Question 2: Will students in the SIMR schools show growth in reading?

Analysis 3: We expect the schools that participate in the current project to make at least typical progress in moving students who are categorized as "well-below benchmark" in reading at the beginning of the year to at least "below benchmark" or "at benchmark." We also expect a minimal number of students to remain in the "well below-benchmark" category at the end of the year.

Analysis 4: We expect the more structured literacy routine is implemented effectively by teachers, the greater the students' growth in reading.

Analysis 5: If the hypotheses in Analyses 2 and 3 are true, we expect teachers' knowledge in English language to be the mediator between the structured literacy routine implementation and students' growth in reading (Figure 3). This mediation effect should be a partial effect, meaning the association between the structured literacy routine implementation and students' growth in reading should be weakened due to the introduction of the mediating variable – growth in teachers' knowledge – however the direct effect should still be significant.

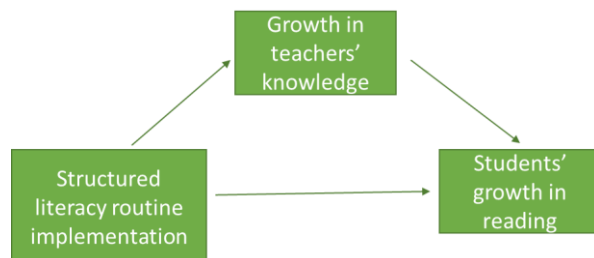


Figure 3- The mediation effect in Analysis

Research Question 3: Will schools with systemic literacy programming in place show greater students' growth in reading?

Analysis 6: Each SIMR school was evaluated by a SIMR coach on the extent to which school employs a comprehensive literacy programming via the literacy evaluation tool. The literacy evaluation tool examines the effectiveness of various facets of literacy programming at the school – universal instruction, assessment practices, data based decision making, family and community partnering to name a few. The coaches complete the literacy evaluation tool at the beginning of the year and at the end of the year. We expect that the greater growth the schools show in the implementation of comprehensive literacy programming as measured by the categories of the literacy evaluation tool, the greater the students' growth will be in reading. We will conduct an analysis of each category and line items to identify which are linked to accelerated students' growth.

Analysis 7: The literacy evaluation tool mentioned above is also completed by the principal of the SIMR participation schools. We expect the more congruent the principal's and coaches' evaluations, the greater the students' growth in reading.

Research Question 4: How do effective coaches use their time?

Analysis 8: Each SIMR coach makes note of what % of her time is used for various activities such as classroom observation, classroom demonstration or modeling, administrative meeting, and data analysis every month. We are going to conduct an exploratory analysis of multiple regression to examine if there are any particular ways of spending time for coaches that are linked to accelerated students' growth in reading.

Assessment of SiMR Structured Literacy Project

Measurement Tool	Data Collection Procedure	Timeline	Analyses	Stakeholder Representation
Teacher Knowledge Survey (Appendix R)	<p>1. Completed prior to initial professional learning of the Structured Literacy Routine and scored by CDE Literacy Specialists and submitted to the Supervisor of Data Accountability & Achievement</p> <p>2. Updated mid-way through final year of project and submitted to the Supervisor of Data Accountability & Achievement</p>	<p>Fall 2016 (K & 1st grade)</p> <p>Fall 2017 (2nd grade and new K & 1st grade)</p> <p>Fall 2018 (3rd grade and new K, 1st, & 2nd grade)</p> <p>Winter 2018 (K & 1st, & 2nd, 3rd)</p>	<p>Related to: Research Question 1: Analysis 1 & 2; and Research Question 2: Analysis 5</p> <p>Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Directors of Special Education, Principals, and Teachers</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team</p> <p>Colorado Special Education Advisory Committee</p>
Structured Literacy Routine Implementation Rubric (Appendix J)	<p>1. Completed by the Literacy Coaches 3 times per year and submitted to the CDE Literacy Specialists</p> <p>2. Date submitted by the Specialists to the Supervisor of Data Accountability & Achievement annually</p>	<p>2016-2017; 2017-2018; 2018-2019 (Nov., Feb., May)</p> <p>June 2017 June 2018 June 2019</p>	<p>Related to: Research Question 1: Analysis 2; and Research Question 2: Analyses 4 & 5</p> <p>Conducted by the CDE Literacy Coaches and reviewed with each teacher and the Principals. Data analysis conducted by the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data reviewed and discussed by the CDE Team and School.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Principals and Teachers</p> <p>Directors of Special Education</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team.</p> <p>Colorado Special Education Advisory Committee</p>

Measurement Tool	Data Collection Procedure	Timeline	Analyses	Stakeholder Representation
<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)</p>	<ol style="list-style-type: none"> 1. Data gathered by SiMR school teachers during 3 benchmark windows BOY, MOY, EOY). Literacy Coaches provide data to Literacy Specialists when available 2. Progress Monitoring conducted by SiMR school teachers for students who are in the “Well Below Benchmark” category 3. BOY, MOY, EOY data gathered by CDE and consolidated annually and submitted to the Supervisor of Data Accountability & Achievement 	<p>Annually (2016-2017; 2017-2018; 2018-2019) (Aug.; Dec.; April)</p> <p>Recommended every 7-10 days</p> <p>June 2017 June 2018 June 2019</p>	<p>Related to: Research Question 2: Analyses 3 & 4; Research Question 3: Analyses 6 & 7; and Research Question 4: Analysis 8</p> <p>Analysis conducted by Teachers and Literacy Coaches for adjustment to instruction based upon student need. Data and interventions provided to CDE Literacy Specialists for review and any recommended changes.</p> <p>Analysis conducted by Teachers and Literacy Coaches for adjustment to instruction based upon student need.</p> <p>Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Principals and Teachers</p> <p>Directors of Special Education</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team.</p> <p>Colorado Special Education Advisory Committee</p>

Measurement Tool	Data Collection Procedure	Timeline	Analyses	Stakeholder Representation
Embedded Coach Program Evaluation-Teacher Perception Survey (Appendix U)	1. Data gathered via electronic survey annually and submitted to the Supervisor of Data Accountability & Achievement	February 2017 February 2018 February 2019	<p>Related to: Research Question 1: Analyses 1 & 2; Research Question 2: Analysis 5; Research Question 3; Analysis 6; and Research Question 4: Analysis 8</p> <p>Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Principals and Teachers</p> <p>Directors of Special Education</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team.</p> <p>Colorado Special Education Advisory Committee</p>
Concerns Based Adoption Model: Stages of Concern Questionnaire (Appendix T)	1. Data gathered via electronic survey annually and submitted to the Supervisor of Data Accountability & Achievement	November 2017 November 2018 November 2019	<p>Related to: Research Question 1: Analyses 1 & 2; Research Question 2: Analysis 5; Research Question 3; Analysis 6; and Research Question 4: Analysis 8</p> <p>Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Principals and Teachers</p> <p>Directors of Special Education</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team.</p> <p>Colorado Special Education Advisory Committee</p>

Measurement Tool	Data Collection Procedure	Timeline	Analyses	Stakeholder Representation
Literacy Evaluation Tool (Appendix V)	<ol style="list-style-type: none"> 1. Long form completed by the CDE Literacy Coaches 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 2. Short-form completed by Principal, with the Literacy Coach, 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 3. Long form completed by Principal, with the Literacy Coach, 2 times in final year of the project and submitted to the Supervisor of Data Accountability & Achievement 	<p>2016-2017; 2017-2018; (Nov., May)</p> <p>2016-2017; 2017-2018; (Nov., May)</p> <p>2018-2019 (Nov., May)</p>	<p>Related to: Research Question 3: Analyses 6 & 7</p> <p>Analysis conducted by Principals, Literacy Coaches, and Literacy Specialists for adjustment to comprehensive literacy program.</p> <p>Analysis of annual data conducted by the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Directors of Special Education, Principals, and Teachers</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team</p> <p>Colorado Special Education Advisory Committee</p>
Coach Logs: Use of Time (Appendix W)	<ol style="list-style-type: none"> 1. Data collected by Literacy Coaches according to category 2. Data consolidated and reported to CDE Literacy Specialists via electronic form 3. Data consolidated and submitted to the Supervisor of Data Accountability & Achievement 	<p>Daily</p> <p>Monthly</p> <p>June 2017 June 2018 June 2019</p>	<p>Related to: Research Question 4: Analysis 8</p> <p>Consolidated percentages analyzed by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.</p> <p>Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.</p>	<p><u>Primary:</u> Directors of Special Education, Principals, and Teachers</p> <p>Institutes of Higher Education representatives from CEEDAR leadership team</p> <p>Colorado Special Education Advisory Committee</p>

SiMR Structured Literacy Project: Key Measures

Teacher Knowledge Survey Data Discussion

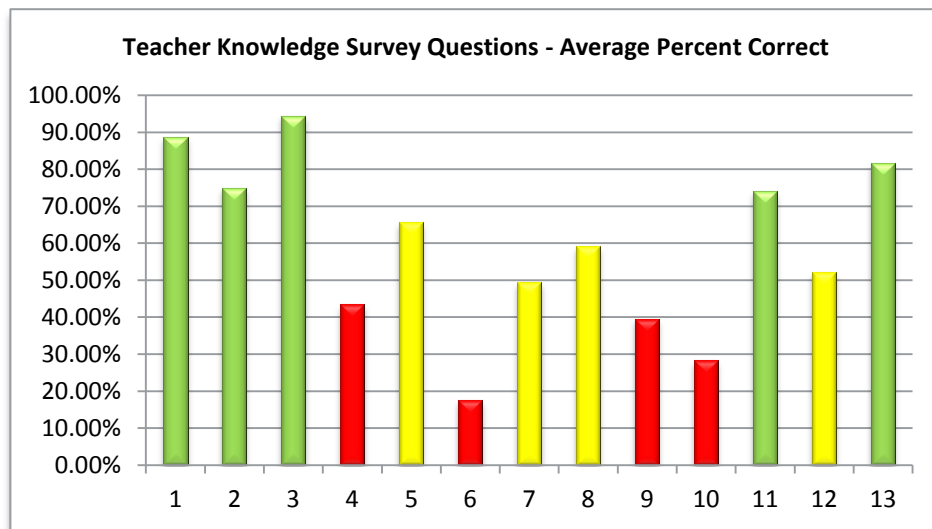
(Related to Research Question 1: Analysis 1& 2; Research Question 2: Analysis 5)

Determine current level of literacy knowledge of all teachers participating in the Structured Literacy Project during the 2016-2017 school year

In order to plan appropriate professional learning for teachers participating in the project, it was determined that gathering baseline data for this additional measure indicating the current literacy knowledge for each teacher was essential. During the summer of 2016 CDE literacy specialists finalized the *Teacher Knowledge Survey* (See Appendix R) that would be administered to each participant at the initial Structured Literacy Training. The items on the Teacher Knowledge Survey are based on the work of Louisa Moats and are designed to assess teachers' basic understanding of phonological awareness, English speech sounds, common structures and patterns of the English language, and the essential components of reading. Teacher awareness and knowledge in these areas is essential to effective early literacy instruction.

At the beginning of the Structured Literacy trainings, each teacher was asked to complete the Teacher Knowledge Survey independently. They were given approximately fifteen minutes to respond to thirteen tasks that ranged from identifying the five essential components of reading to determining the number of phonemes in a set of specific words.

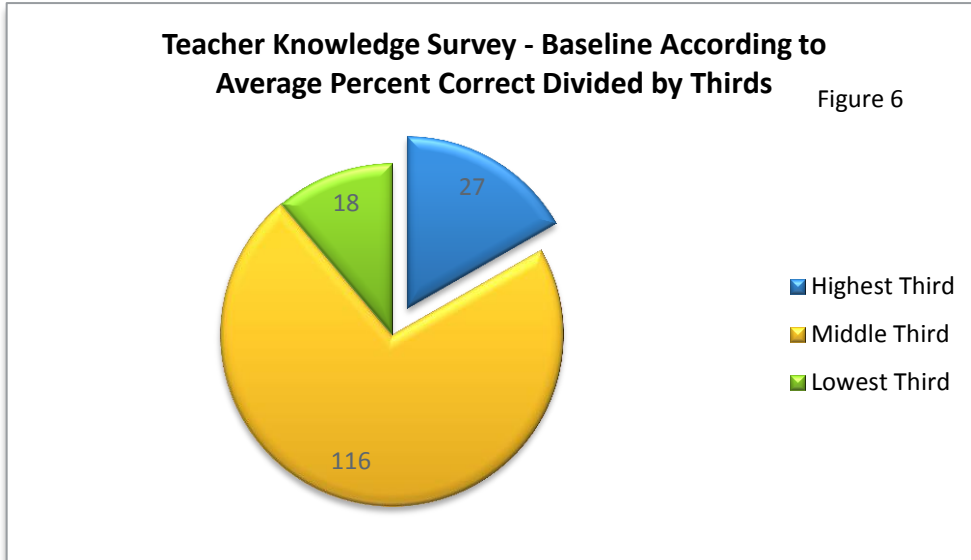
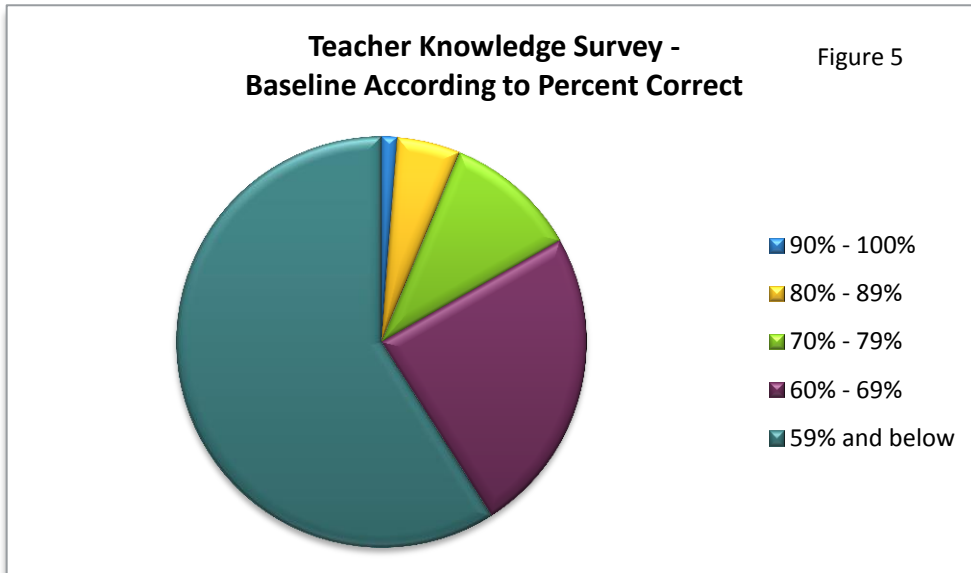
Figure 4



Questions with the highest scores were 3, 1, 13, 2, and 11. Those with the lowest scores were 6, 10, 9, and 4. The following questions were the lowest scoring from the teacher knowledge survey.

- 6) Underline the consonant blends (17.55%)
- 10) List all the ways you know to spell "long o" (28.26%)
- 9) Underline the schwa vowels (39.5%)

4) Write the number of speech sounds that you hear in the following words (43.48%)
 Once scored, the Teacher Knowledge Survey results showed a composite average score of 46.92 points out of a possible 85 points for an average accuracy score of 55.20%. While there was a substantial difference between the lowest individual score (10 points/11.76%) and the highest individual score (82 points/96.47%), the majority of scores fell in the middle third indicating weak foundational literacy knowledge on the part of participating teachers.



Provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based instructional strategies and effective use of assessment tools and data

One of the SSIP goals is to provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based instructional strategies

and effective use of assessment tools and data. Trends from the survey results indicated notable weaknesses in teachers' literacy knowledge and professionally learning was scheduled.

Each of the six Structured Literacy training sessions was designed to include foundational language and literacy knowledge for the participating Kindergarten, first-grade and reading support teachers. Essential foundational learning and background knowledge in early literacy development, phonological awareness, and explicit teaching was provided. Evidence-based instructional strategies were discussed and modeled throughout the training of the Structured Literacy Routine. This initial training stressed the use of common language and common instructional procedures as essential to increasing literacy outcomes for all children.

Following the initial training a number of brief and informal professional learning opportunities and discussions were subsequently requested by participating schools. Coaches and literacy specialists, in the context of coaching and working with PLC groups, have provided many small-group and individual professional learning opportunities as initial steps to increasing teacher knowledge. One particular school requested two additional days of training, while others have requested brief after-school or late-start sessions.

One participating school district requested Structured Literacy Routine training for the five elementary schools in the district which were not designated as Structured Literacy Project participating schools. A seventh Structured Literacy Routine training session was held for these additional schools during November of 2016.

Structured Routine Implementation Rubric Discussion

(Related to Research Question 1; Analysis 2; Research Question 2: Analyses 4 & 5)

Ensure that the basic Structured Literacy Routine is implemented in all participating Kindergarten and first-grade classrooms

CDE literacy specialists began planning the initial training components for Phase III schools during summer 2016. In consultation with participating schools it was determined that the initial training would be conducted in two-day sessions. Ultimately, seven two-day sessions were completed in different geographic locations to meet the needs of participating urban, suburban, and rural districts. One of the seven sessions was offered to five schools that were not participating in the project (see Celebrations discussion in next section). Six of the sessions were for schools participating in the Structured Literacy Project. Three of the six sessions were offered within the Denver-metro region. The remaining three sessions were held in Colorado Springs, Pueblo, and Elizabeth, Colorado. A total of 165 Kindergarten, first-grade, special education and intervention teachers serving K-1 students were trained in the use of the Structured Literacy Routine. All Structured Literacy Project participants received copies of the lesson-plan template, a picture sound deck, a basic sound deck, a copy of the CDE Structured Literacy Scope and Sequence, and if applicable, a copy of Wonders/ Structured Literacy Crosswalk. A number of other teacher resources were placed on thumb-drives, which were

given to all participating teachers. Five of these initial trainings were completed by September 30, 2016 (See Project Adjustments in the next section).

Following training, classroom teachers were instructed to begin implementing the routine within their core literacy block. This initial implementation of the Structured Literacy Routine in participating schools was supported by CDE embedded literacy coaches. CDE literacy coaches and literacy specialists provided implementation coaching, modeled Structured Literacy lessons, and provided classroom consultation throughout the months of October, November, and December of 2016. During this initial implementation phase, the CDE literacy coaches and specialists worked with building leadership at each participating school to ensure that the Structured Literacy Routine was implemented in each Kindergarten and first-grade classroom with fidelity. Individual coaching sessions with direct teacher feedback were provided on a weekly basis at all schools.

Train and develop a cadre of literacy coaches and begin the process of implementing site-based coaching

All CDE coaches began working in their assigned schools by mid-September 2016. Their initial involvement with each school was focused on building relationships with school leadership and staff. They gathered and reviewed information related to staff, instructional and assessment scheduling, PLC/data dialog routines, RtI/MTSS structures, and any available school literacy data. During this same time period CDE literacy specialists began the initial training of all K-1 instructional staff. The trainings were held regionally with groupings of 1-6 schools attending. A total of 165 Kindergarten and first-grade instructional staff from schools participating in the Structured Literacy Project were trained in the evidence-based Structured Literacy Routine. Project coaches attended the trainings with their assigned schools. By the end of September 2016 coaches began working directly with K-1 teachers on the implementation of the Structured Literacy Routine.

Their initial work with K-1 staff members included observation of the Structured Literacy Routine, coaching conversations with individual teachers, and modeling of the routine. Over the course of the next six weeks coaches continued this work with the goal of having the Structured Literacy Routine implemented in every K-1 classroom. Following fall break, coaches were asked to complete The Structured Literacy Implementation Rubric for each participating Kindergarten and first-grade teacher.

During this initial implementation period, coaches also worked with building principals as well as classroom teachers in determining which additional instructional resources would be necessary to assure implementation fidelity. Coaches were provided with a per school monetary allotment to assist schools in obtaining necessary instructional resources. Common resource requests included primary-lined white boards, primary composition journals, pocket charts, additional sound decks, and primary decodable text. The use of these specific resources was modeled during the initial two-day trainings to encourage and increase the use of evidence-based practices, e.g., multiple response and literate engagement strategies; formative

assessment techniques; direct and explicit literacy instruction; linkages between encoding and decoding; and student access to appropriate connected text.

Gather baseline data for additional measure regarding initial classroom implementation of the Structured Literacy Routine

Throughout the duration of this project, teacher proficiency in the implementation of the Structured Literacy Routine will be measured periodically. During year 1 of Phase III, teacher implementation of the routine will be measured three times (mid-December, late- February and late-April) with the *Structured Literacy Implementation Rubric* (See Appendix J). The rubric was designed by the CDE literacy specialists to gather information about the implementation of specific elements within the essential components of the *Structured Literacy Routine*. The *Rubric* is intended to show teacher improvement along a continuum, which ranges from beginning novice to expert.

The *Structured Literacy Routine Rubric* was designed as an internal measurement tool to be used only by project coaches and literacy specialists to monitor teacher growth, provide insight into coaching and professional learning needs, and serve as a measure of instructional effectiveness for reporting purposes. Because of the seeming evaluative quality of this measurement tool, a companion classroom observation form was designed for collaborative use by building leadership and project coaches. This observation form will be implemented during the second semester of the 2016-2017 school year.

Coaches were asked to use the *Structured Literacy Routine Rubric* to rate Kindergarten and first-grade teachers' Structured Literacy Routine implementation from each of their participating schools which indicated it was being implemented in 97% of participating and first grade classrooms. Baseline data for this additional measure represents levels of individual teacher proficiency at the end of the initial implementation period which ended mid-December, 2016.

Begin to implement the Structured Literacy Routine in targeted small-group settings

As coaches begin to increase their emphasis and coaching focus on the effective use of data to inform instruction, a logical next step will be to assist teachers, grade level teams, and reading support staff in determining which students require additional small-group targeted support and intervention. It is at this point, that coaches will be addressing additional issues related to daily master schedules and the effective use of staff time to assure appropriate availability of targeted instruction both within and outside of the classroom setting.

Embedded Coach Program - Teacher Perception Survey Data Discussion

(Related to Research Question 1: Analyses 1 & 2; Research Question 2: Analysis 5; Research Question 3; Analysis 6; Research Question 4: Analysis 8)

In order to examine the general perception of the coaching from the teachers' perspective, we administered a short survey. The survey contained seventeen 10-point-likert-scale (1 = *strongly disagree*, 10 = *strongly agree*) questions and four open-ended questions. The questions, mean agreement, and standard deviation for each question are listed in the table below.

Figure 13

Question	Mean	SD	
1. The coaching has provided me with new teaching skills.	8.02	2.46	
2. The materials provided by the coach are essential to my success.	7.88	2.66	
3. I am comfortable with the pace of the coaching.	8.03	2.35	
4. I am clear about what is expected of me as a result of the coaching.	8.01	2.61	
5. I feel comfortable seeking out the coach when I have a question or need.	9.11	1.92	
6. As a result of the coaching, I can effectively teach the five components of reading.	7.42	2.75	
7. As a result of the coaching, I can effectively teach oral language.	7.22	2.86	
8. As a result of the coaching, I can effectively teach spelling.	7.73	2.55	
9. As a result of the coaching, I can effectively teach written communication.	7.21	2.64	
10. As a result of the coaching, I can interpret formative assessment results.	7.45	2.85	
11. I use data to intentionally plan needs-based instruction (e.g., class, small group instruction, learning centers, individual).	9.19	1.36	*
12. I use effective direct and explicit instructional practices for students with disabilities.	8.76	1.39	*
13. I use the Individual Education Plan (IEP) to align instruction with student goals.	8.54	1.62	*
14. I am meeting the diverse needs of each and every student in my classroom.	8.48	1.52	*
15. I see improved student outcomes as a result of my efforts.	8.86	1.63	*
16. As a result of the coaching, I have higher academic expectations in literacy for all students.	7.91	2.60	
17. As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors).	7.53	2.70	
18. Recognizing that other factors may have influenced your improved instructional practices in addition to coaching, please identify other factors that may have contributed to this performance.	-	-	
19. I would like to expand my learning in the following area(s):	-	-	
20. Were there any questions in this survey that should be modified to make it easier for others to understand? If yes, what would you recommend?	-	-	
21. Are there any suggestions you have to improve the overall embedded coaching experience?	-	-	

The principal component factor analysis extracted two factors from the survey. The questions without asterisks loaded to the first factor, and the questions with asterisks loaded to the second factor. The first factor seemed to capture the teachers' evaluation of the coach/coaching, whereas the second factor seemed to capture the teachers' evaluation of their own competency in literacy instruction. From here on, the first factor is referred as "coach evaluation" and the second factor is referred as "teacher competency."

All questions received agreement of above 7.0 on average, with about half of the questions receiving agreement of above 8.0 on average. This shows general positive responses to coaching provided to teachers via the current project and their perceived literacy instructional competency. The item with the highest agreement on average was "I use data to intentionally plan need-based instruction (e.g., class, small group instruction, learning centers, individual) (M = 9.19, SD = 1.36)," and the lowest agreement on average was "As a result of the coaching, I can effectively teach written communication (M = 7.21, SD = 2.64)." The low rating of the items such as "As a result of the coaching, I can effectively teach written communication" and "As a result of the coaching, I can effectively teach oral language" should be because neither written communication nor oral language was the focus of the coaching in the current project.

The teacher competency questions were among six most agreed-upon items with low variability as seen in the small standard deviations, whereas the coach evaluation items were rated lower with larger variability. This tells us that the teachers feel competent with their work including their work with students with disabilities, however, they do not necessarily attribute their competency to the coaching provided by the current project (To view teacher comments see Appendix U).

Concerns Based Adoption Model - Stages of Concern Questionnaire Results

(Related to Research Question 1: Analyses 1 & 2; Research Question 2: Analysis 5; Research Question 3; Analysis 6; Research Question 4: Analysis 8)

According to George, A., Hall, G., Stiegelbauer S. (2006) each developmental stage provides insight into the individuals' perceptions about the initiative at the time they take the survey and represents a level of intensity about a particular area of concern. Their chart, represented as Figure 14, provides typical expressions made by the respondent during each stage.

Figure 14 Typical Expressions of Concern About an Innovation		
(George, A., Hall, G., Stiegelbauer S.,2006, <i>Measuring Implementation in Schools: The Stages of Concern Questionnaire</i> , p. 4)		
Stages of Concern		Expressions of Concern
"Impact"	6	I have some ideas about something that would work even better.
	5	I would like to coordinate my effort with others, to maximize the innovation's effect.
	4	How is my use affecting my students?
"Task"	3	I seem to be spending all my time getting materials ready.
"Self"	2	How will using it affect me?
	1	I would like to know more about it.
"Unconcerned"	0	I am not concerned about it; I am not involved in it.

The charts below indicate the stages of concern of the 88 respondents as a full cohort and then the data is disaggregated by grade taught, years of experience teaching, and district. Finally, related to Improvement Strategy One, data by attendance in a Colorado University and type of program attended.

Chart 1: All respondents

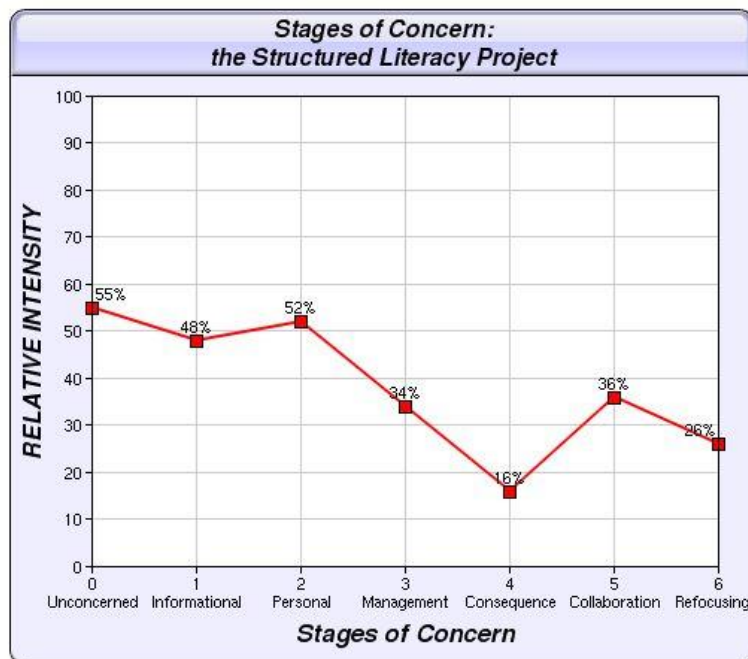


Chart 2: By Grade Level

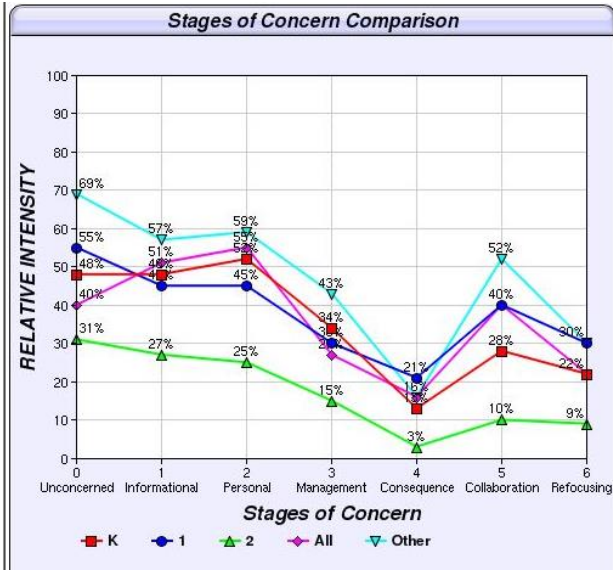


Chart 3: By K-1 Teachers Only

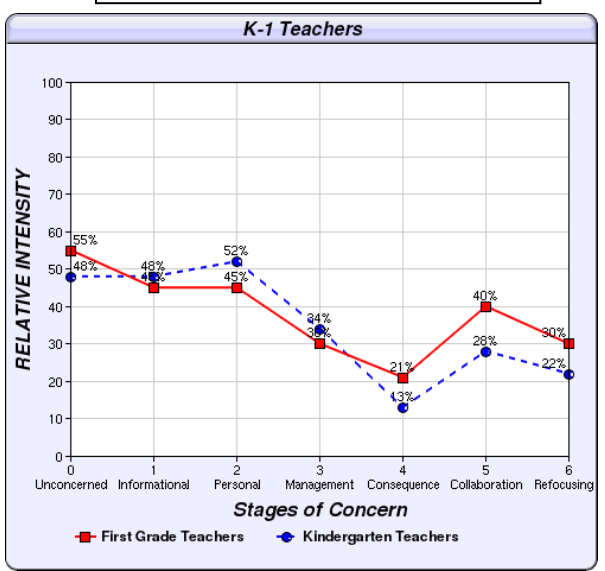


Chart 4: By Years of Classroom Teaching Experience

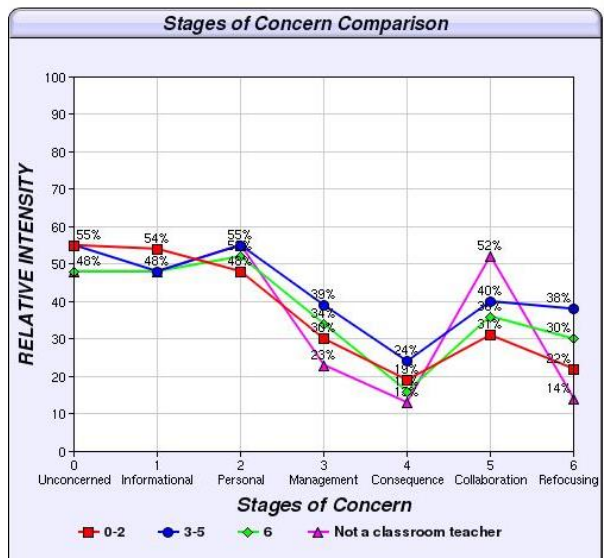


Chart 5: By Participating District

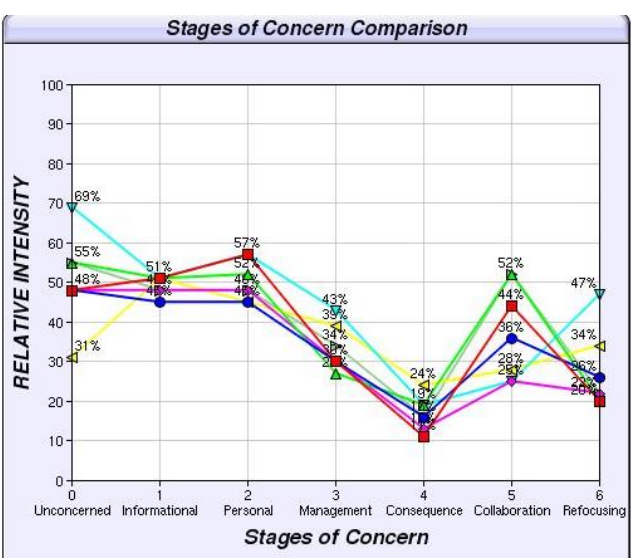


Chart 6: By Graduated from a Colorado University

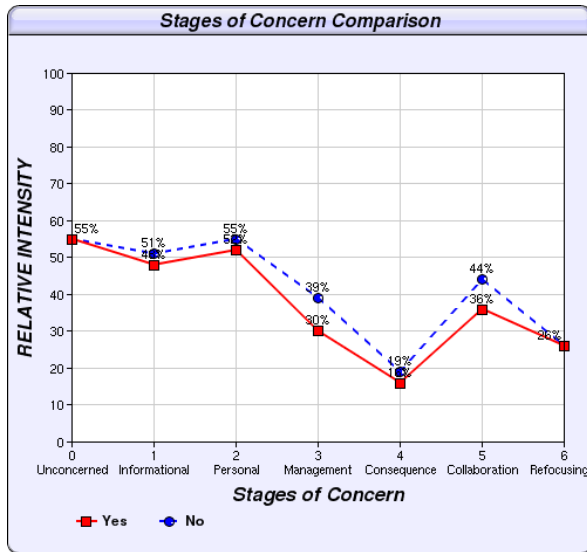
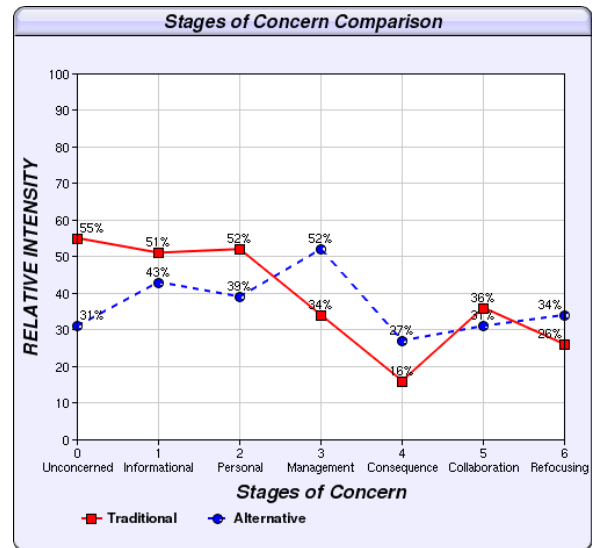


Chart 7: By Type of University Program



According to George, A., Hall, G., Stiegelbauer S. (2006, *Measuring Implementation in Schools: The Stages of Concern Questionnaire*), the typical pattern will resemble a wave pattern that rolls across the stages the further participants are in the initiative. As we reviewed these data we were not surprised to see a high number of individuals across stages 1 and 2, but the exceptionally high number of respondents who indicated they were at stage 0 (little concern or no involvement) was surprising. That pattern remained when Kindergarten and First Grade teachers were considered separately. These teachers are the most active participants in the SiMR Structured Literacy Project and had all received training in September – October.

However we did notice a difference when disaggregated by district. Two of the 7 participating districts departed from the norm. The first district indicating high on stage 0 (13 respondents: 4 kindergarten teachers, 4 first grade teachers, 5 other). When looking at the breakdown of those who responded by grade level, this district appears to have a higher number of respondents who may not be as closely involved in the project. The other district that indicated lower on stage 0 (12 respondents: 4 kindergarten teachers, 7 first grade teachers, 1 other). When comparing this district to others, it is noted that most respondents are closely involved in the project, are aware of the project, and desiring additional information.

Another area we noticed is a significant tail-up score for stage 6 by the respondents from one district. George, A., Hall, G., Stiegelbauer S. (2006) state that tailing up in stage 6 “suggests the person [group] has strong ideas about how to do things differently. These ideas may be positive, but are more likely to be negative toward the innovation” (*Measuring Implementation in Schools: The Stages of Concern Questionnaire*, p. 54). This suggests some specific strategies are needed to be employed by the Literacy Coach working with the schools in this district.

Graduates from Colorado Universities (n=64) vs. non Colorado graduates (n=23) (one did not respond to this question) had similar results however those who attended an alternative licensure program (5 respondents) showed the highest area of concern in stage 3, management. This wave tends to be typical of someone who has been involved in an innovation for a longer period of time. If this pattern continues, identifying the variable(s) contributing to this difference would be important. For more information see [Appendix FF](#).

Literacy Evaluation Tool

Related to: Research Question 3: Analyses 6 & 7

A long term goal of this project is to increase the effectiveness of comprehensive literacy programming at each of the participating schools. The Literacy Evaluation Tool (LET) was chosen to gather relevant literacy program information from each school. The LET was initially designed by the CDE Office of Literacy and is currently used in other CDE literacy projects. The LET is designed to evaluate literacy programs in the broad categories of: 1) Universal Instruction, 2) Interventions, 3) Assessment, 4) School Leadership Team, 5) Professional Development, 6) Data-Based Decision Making, and 7) Community and Family Involvement. There is a long and short form of the LET. The long form includes multiple evaluation criteria in each of the seven broad categories. In contrast, the short form prioritizes the essential criteria that must be initially addressed in building an effective, comprehensive literacy program.

Prior experience in the use of the Literacy Evaluation Tool informed the CDE literacy specialists' decision to begin project work with school principals using the short form, since it is less likely to overwhelm leadership and assist in clearly establishing first steps. However, it was also essential to the Structured Literacy Project Team to have a comprehensive evaluation of each school completed to inform project planning.

At the end of November, coaches were asked to complete the Literacy Evaluation Tool (LET-Long Form), based on their knowledge of each of their assigned school's overall literacy programming. Simultaneously, they were asked to complete the Literacy Evaluation Tool (LET-Short Form), collaboratively with each building principal. Coaches are using information from this evaluation tool to identify and prioritize areas of initial strength and challenge in each of their assigned schools. The LET will be used to track school-wide growth and improvement in literacy programming throughout the project.

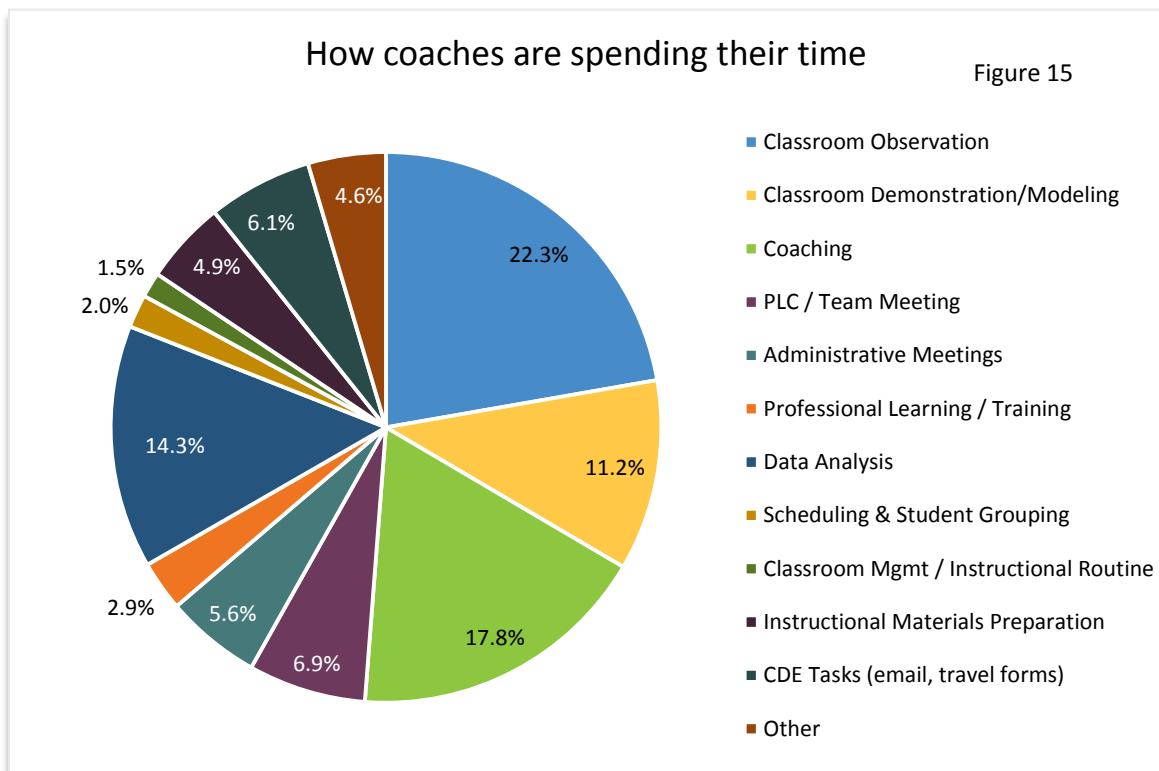
The initial work addressing the long-term goal of a comprehensive literacy program in place has centered on forming strong collaborative relationships with building principals and developing their understanding of project goals and expectations. Observation forms (Appendix X) to be used during the second semester of the 2016-2017 school year have been designed for use by principals to enhance their literacy knowledge and active participation in supporting the effective implementation of the Structured Literacy Routine. Increasing emphasis on strengthening instructional leadership in the area of literacy will occur during the spring of 2017.

Coach Logs - Use of Time Data Discussion

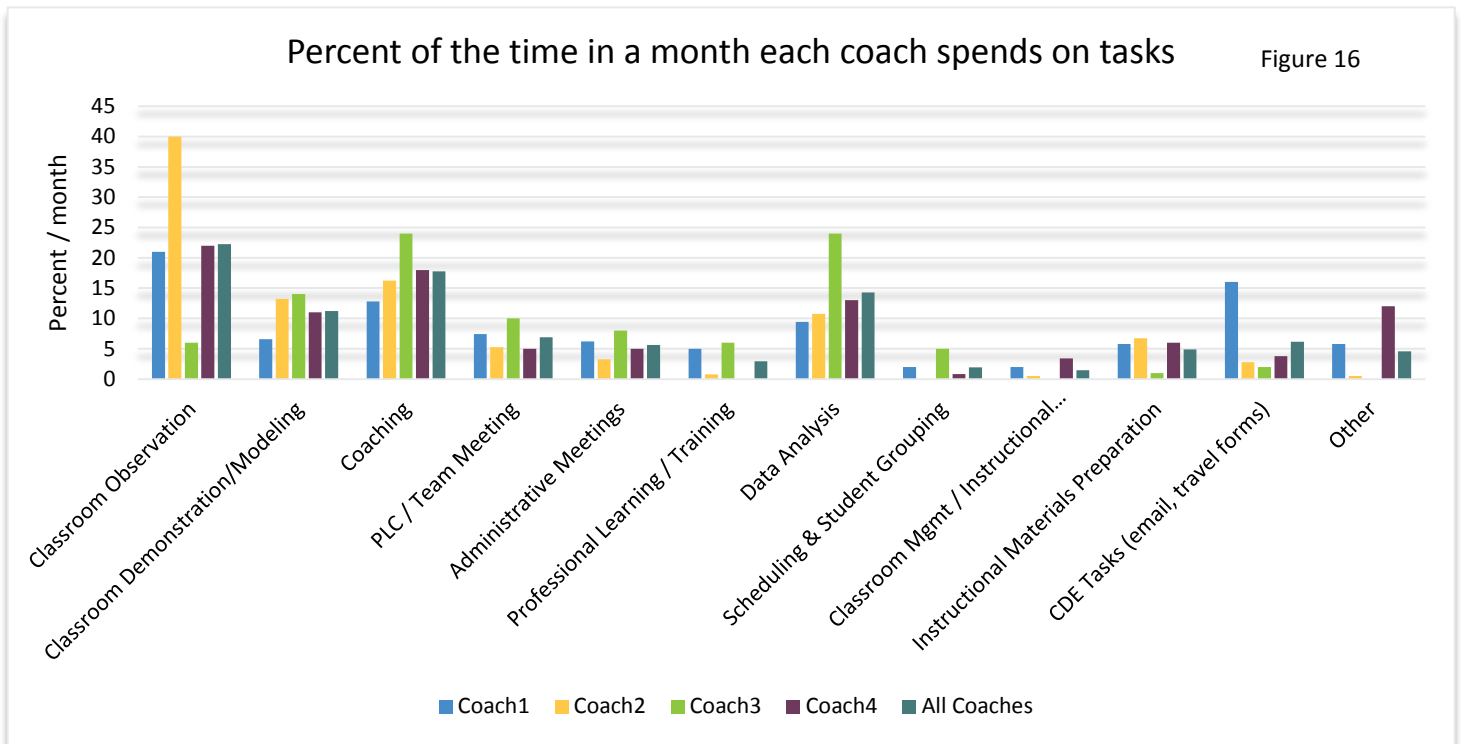
(Related to Research Question 4: Analysis 8)

Each SiMR Structured Literacy Embedded Coach makes note of how many % of her time is used for various activities such as classroom observation, classroom demonstration or modeling, administrative meeting, and data analysis every month. We plan to examine if the extent to which coaches spend their time on a particular task is related to teachers' perception of the coaches and the improvements in students' literacy later in the project. Since we received the first set of coaches' work log, here, we share a preliminary report.

Four coaches reported how many percent of the time they spent on each coaching task every month from October 2016 to February 2017. A 6-month average was calculated for each coach. The pie chart below shows how, on average, 4 coaches spent their time. Classroom Observation was the highest at 22% of working hours in a month, and Coaching was the second highest at 18% the time. Here, we get the picture of the coaches spending 40% of their time on observing and giving coaching to the teachers. These activities were followed by Data Analysis (14% of working hours in a month) and Classroom Demonstration/Modeling (11% of working hours in a month), both of which deeply relate to Classroom Observation and contribute to Coaching.



How each coach spent daily time varied widely depending on the activities. The activity with the largest variability was Classroom Observation, having one coach spending 40% of her time and another coach spending 6% of her time. The activity with the smallest variability was Classroom Management / Instructional Routine, for which coaches spent 1.5% of the time on average. Coach 1 who spent the most amount of time on CDE tasks (e.g., emails, travel forms) among fellow coaches tended to spend less time with her teachers as show in less time spent in Classroom Observation, Classroom Demonstration/Modeling, and Coaching compared to other coaches. She also spent the smallest amount of time for Data Analysis. Coach 2 who spent 40% of her time on Classroom Observation were also able to spend more time on Classroom Demonstration / Modeling, but had less time for Coaching, and Data analysis. Coach 3 who



spent the smallest amount of time on Classroom observation had the largest time spent on Data Analysis among all coaches, which lets us assume that she got more information from the data rather than the classroom and used her knowledge from Data Analysis for Classroom Demonstration/Modeling and Coaching. We cannot yet conclude what the best way for coaches to spend their time. We will conduct a follow-up analysis after the students' End-of-Year data become available to test if the extent to which coaches spend their time on a particular task is related to teachers' perception of the coaches and the improvements in students' literacy.

In early September (2016) difficulties began to arise with pilot cluster II schools. Changes in building leadership, building priorities and initiatives, and each school's perception about their decreased need for early literacy assistance were among the significant issues that affected forward progress with project initiatives. After numerous meetings and discussions with building and district leadership, both schools in this cluster decided to terminate their participation in the project. The implementation coach assigned to these schools also left the project at this time. As a result of these changes, one of the Phase III schools in Pueblo was invited to become a pilot school, giving them increased access to an implementation coach and participation in pilot school trainings.

Additionally, in early October 2016, the project literacy specialists met with another potential district to discuss project participation. After meeting with district leadership and school principals it was determined that the two identified schools were well-matched to project criteria and goals. Both schools were invited and accepted into the Structured Literacy Project. An additional Structured Literacy Routine training occurred at the end of October for these two additional project schools. With these changes the project entered into November of 2016 with a total of 1,200 participating Kindergarten students and 1,231 participating first-grade students, leaving the project with approximately the same number of student participants.

Due to the loss of a literacy implementation coach, coaching responsibilities for one cluster of participating schools was transferred to the CDE literacy specialists. This allowed all participating schools to receive essential embedded coaching and consultation as they implemented the Structured Literacy Routine in Kindergarten and first-grade classrooms. As a result, the number of consultations and visits to other project schools by the CDE literacy specialists were significantly reduced.

Discussion of First Semester Activities in Phase II Pilot Schools

The project initiated Phase II in the Fall of 2015 with four pilot schools divided into two clusters. As was described in the Phase II report, the literacy specialists had minimal involvement with the pilot cluster II schools. As discussed in the section above (Project Adjustments) the two schools within this geographic cluster decided to terminate their involvement in the Structured Literacy Project in early October, 2016. The remaining two pilot schools (pilot cluster I) have been the focus of continuing work throughout the summer and fall of 2016.

During June, 2016 additional training was provided to nineteen teachers and the principals from each of the two pilot schools. The week-long training provided an opportunity for teachers and principals to learn and practice structured literacy routines and strategies. While this offered returning teachers more advanced training it also provided essential Structured Literacy training to newly-hired Kindergarten, first-grade and intervention teachers. This was especially

necessary for one of the pilot schools where all Kindergarten and first-grade teachers were newly-hired for the 2016-2017 school year and had not participated in the project during its first year of implementation at their school.

During this same time period, the embedded literacy coach for this cluster of schools carefully reviewed the core reading curriculum being used at the two pilot sites. Along with CDE literacy specialists, the coach developed a crosswalk to aid teachers in understanding the similarities and differences between the core program scope and sequence and the Primary Structured Literacy Scope and Sequence. The summer break in school activities also provided time to focus specifically on data. By using a “by name and by need” approach to data review, the pilot schools’ cluster coach was able to begin organizing instructional resources to address individual student need. In addition to organizing instructional resources, the coach and the CDE literacy specialists spent considerable time organizing pilot school classrooms to ensure an optimal environment for learning. Classroom clutter was eliminated and rooms were purposefully designed to minimize distractions, create adequate learning space, and provide easy transition between learning spaces. The time spent on these types of activities has proven to be significantly beneficial to teacher organization and effectiveness, and was found to enhance students’ readiness for learning.

Another significant summer activity involving cluster I pilot schools was the planning and implementation of a summer school program for incoming first graders. Students from both of the participating cluster I pilot schools were invited to participate. Summer school was held during the last week of July and the first week of August, 2016. The newly-designed Structured Literacy Routine was piloted successfully. Although not all Phase III literacy coaches were hired at the time of summer school, two of the five Phase III literacy coaches were able to participate in summer school along with the Phase II literacy coach and the two project literacy specialists. This allowed significant professional dialog and sharing among project staff. Faculty members from the two pilot schools were offered the opportunity to observe the instructional routine during summer school and participate in debriefing and follow-up conversations. Teachers who chose to observe summer school sessions informally reported that this opportunity had increased their preparedness to implement the Structured Literacy Routine effectively.

Informal follow-up with the teachers of the participating incoming first graders, revealed some important but difficult to measure summer school outcomes. First grade teachers noted that students who had attended summer school demonstrated improved learning readiness skills, e.g., ability to know and follow classroom routines, ability to organize their learning materials, increased skill in transitioning from activities, and confidence in using basic learning tools.

The opportunity to pilot the newly-designed Structured Literacy Routine as well as the opportunities for professional dialog led to a number of significant insights into future implementation of the project. The insights gained from summer school proved to be invaluable as CDE literacy specialists prepared for project implementation for the 2016-2017 school year. At the onset of summer school it was apparent that students from both of the participating schools were not adequately prepared to meet the language and literacy demands

of first grade. This realization caused the CDE literacy specialists to reconsider the level of rigor in the implementation of the Structured Literacy Routine that needed to be accomplished during Kindergarten. With these concerns in mind the CDE literacy specialists began to re-craft the Kindergarten scope and sequence clearly outlining end-of-year expectations for Kindergarten in order to ensure readiness for first grade. Another significant realization centered on what type of classroom routines and instructional resources were essential to successful implementation of the entire Structured Literacy Routine. Monies were budgeted to assist schools in the implementation of the Structured Literacy Project early in the Spring of 2016. However, it wasn't until the completion of summer school that the CDE Literacy Specialists had clarity about the most essential and necessary resources to assure efficient use of time, guarantee the use of multiple-response strategies, and allow for effective use of formative assessment strategies. This insight informed coaches' work with Phase III schools during early fall of the 2016-2017 school year.

One additional insight was significant as the CDE literacy specialists planned fall trainings for teachers from Phase III schools in the use of the Structured Literacy Routine. During the piloting of the Structured Literacy Routine the CDE literacy specialists found that the use of daily formative assessment strategies combined with effective daily lesson planning yielded lessons that were tightly aligned to student need. Subsequently, an emphasis on daily lesson planning rather than weekly lesson planning was stressed at all seven Structured Literacy trainings during the fall of 2016. This learning was also reflected in the work of the pilot schools' embedded coach during the first semester of the 2016-2017 school year.

Consistent, daily implementation of the Structured Literacy Routine with fidelity was the primary focus at the onset of the 2016-2017 school year at the two cluster I pilot schools. Quickly, work on creating daily schedules that allowed for targeted small-group instruction, effective use of staff time (flooding models, use of push-in instructional models), and deep analysis of progress-monitoring data began and continued throughout the first semester.

Throughout the first-semester of 2016, the pilot schools' embedded coach provided one-on-one coaching with participating teachers, facilitated data dialogs, modeled lessons, located and developed instructional resources, provided ongoing professional learning opportunities, collaborated on adjusting instructional groups based on progress-monitoring data, and met regularly with building leadership. All of these essential coaching activities were focused on assisting pilot school teachers and leaders in creating an effective, comprehensive literacy program. Substantial differences in project implementation at the two cluster I pilot schools have been noted throughout first semester of 2016. These differences in implementation fidelity have been observed and brought to the attention of school leadership by the embedded coach and CDE literacy specialists. DIBELS middle-of-the-year data has substantiated these concerns which will be addressed during second semester of 2016.

Celebrations

[Return to Structured Routine Rubric Discussion](#)

Since initiating this project we have experienced a number of accomplishments and celebrations. Among the earliest celebrations was the identification of districts and schools eager and willing to engage in a collaborative project with their State Education Agency. The willingness of the first pilot district to participate was especially important. The work in pilot schools provided a setting in which research-based hypotheses could be tested and valuable feedback from classroom teachers about the effectiveness of our strategies, the feasibility of implementation given the demands on classroom teachers' time, and their beliefs about the necessary conditions and supports needed for effective implementation, could be gathered. Most teachers in our pilot settings graciously allowed project coaches and specialists access to their classrooms, their planning time, and their students. The learnings from the pilot year were pivotal to future choices of Phase III schools, the ultimate choice of coaches, the approach to teacher training, and the overall project expectations for student growth.

The hiring of literacy implementation coaches was a particularly challenging task. The work in project pilot schools made it evident that successful coaches for this project would need expertise in scientifically-based reading research and instruction, sound understanding of special education, previous success as an instructional coach, strong abilities in working collaboratively and building trust with adults, sound knowledge of the workings of schools and districts, firm understanding of effective assessment practices and assessment data, strong leadership skills and above all, to demonstrate integrity and professionalism. As the search for additional coaches began, candidates with the wealth of experience and the instructional and literacy knowledge that this project requires were difficult to locate and recruit. The hiring of our sixth and final coach was celebrated as the 2016-2017 school year began.

During this same time, significant staffing changes were made at one of the pilot schools. The bold and decisive action on the part of the principal to replace ineffective teachers in order to create a culture of excellence and urgency was celebrated as a necessary step in increasing instructional effectiveness and student achievement in this school.

Upon completion of the initial Structured Literacy training, CDE literacy specialists were pleased that all participating schools agreed to begin project implementation immediately. This allowed embedded coaching to begin by the end of September, 2016. This accomplishment ensured that the majority of the school year was available to implement project routines and strategies in Kindergarten and first grade, and ensure coaching would be available to enhance the implementation from the initiation of the Structured Literacy Routine.

The celebration of early implementation and onset of embedded coaching was quickly followed by a substantial adjustment in the project (see adjustments section). After losing the two schools in Pilot Cluster II from the project as well as losing a coach, CDE literacy specialists were

quickly able to identify replacement schools, provide them with Structured Literacy training, and establish an immediate coaching schedule for these schools by the first of November, 2016. This rapid response to what might have been a major setback to the project was considered a significant early accomplishment.

As the project implementation progressed through the fall of 2016, the potential of the project to improve literacy outcomes for students was recognized by leadership in one cluster of schools, as well as by numerous teachers in multiple participating schools. Project leadership was asked to provide the same training that was provided to participating schools to non-participating schools within one of the largest and most diverse districts participating in the project. As a result CDE literacy specialists have committed to provide matching training to non-participating elementary schools within this district throughout the duration of the project. In collaboration, the district has agreed to provide the materials and coaching support to these schools in hopes of increasing literacy achievement across their entire district.

As the project has been implemented in Kindergarten and first grade there has been increasing interest in project training and implementation by second and third-grade teachers. As a result of this teacher interest, a number of participating school districts have requested that second-grade training be completed prior to the end of the 2016-2017 school year rather than at the beginning of the 2017-2018 school year. The enthusiasm for participating in the project has steadily increased in the majority of schools, as teachers and instructional leaders have seen improvements in their early literacy data.

Challenges

As with any complex, multi-year project, CDE literacy coaches and specialists have experienced a number of challenges. As previously discussed, the loss of two schools and a coach from the project was a substantial challenge which required immediate attention. While replacement schools were quickly identified, the search for a replacement coach was not successful. This difficulty in hiring a qualified coach required the CDE literacy specialists to reallocate their time so to provide embedded coaching to these new schools as well as one of the original eighteen Phase III schools. This restructuring of the CDE literacy specialists' time decreased their availability to provide consultation and coaching to implementation coaches, complete expected visits to participating schools as initially intended, create project guidance documents, develop instructional sequences and materials, and complete all planned follow-up trainings for teachers and principals.

One of the most significant challenges encountered has been the profound limitations found in participating teachers' level of foundational literacy knowledge. The participating teachers' performance on the Teacher Knowledge Survey yielded an average accuracy score of 55.2%. As CDE literacy specialists and coaches began project implementation, this underlying lack of foundational literacy knowledge has significantly impacted teachers' understanding of the *Primary Structured Literacy Scope and Sequence* and their ability to effectively lesson plan. A

considerable number of teachers participating in the project have limited or no knowledge of the concepts they are expected to include during direct and explicit instructional sessions. Another related challenge centers on poor knowledge of effective instructional and classroom practices and subsequent learning gaps. In a few instances, poor classroom management has significantly interfered with project implementation. These types of interferences have required coaches to redirect their focus away from the Structured Literacy Routine to more basic instructional and classroom management issues.

In the coaching of individual teachers, coaches and specialists have had an increasing awareness of many teachers' unfamiliarity in receiving instructional feedback. This is most notable in participating schools that do not employ instructional coaches, although, this problem is not isolated to only schools without coaches. Literacy coaches and specialists have encountered teachers who perceive feedback as an intrusion on their personal teaching practices. This notable lack of a growth mindset on the part of some teachers has been a significant coaching challenge. This type of resistance to implementation and improvement has necessitated the direct intervention of CDE literacy specialists, and in one specific school has required them to add this school to their personal coaching responsibilities. This in turn has further compromised their available time for broader project work.

Other project challenges encountered were not unexpected and include: ineffective instructional schedules in participating schools, inadequate core literacy time, lack of meeting time for teacher collaboration and data analysis, limited availability of substitute teachers to cover training and collaboration time, principals' lack of availability for meetings, and a lack of instructional vision and focus on the part of some participating schools.

Obstacles

As literacy coaches and specialists initiated project implementation in schools they encountered some early obstacles in providing effective coaching. As part of the *Literacy Collaborative Agreement* (Memorandum of Understanding) with each participating school district, the CDE embedded coaches were to have access to the internet, school email, and data platforms while working in schools. Schools and districts were reluctant to provide project coaches with internet access. This reluctance interfered with coaches' ability to communicate via email with school staff in an efficient and timely manner. After numerous interactions with district personnel CDE established a work-around solution by providing coaches with a hotspot link on work phones and establishing internet communication through the CDE email system.

The request for coaches to have school-based access to the Amplify data system where *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* benchmark and progress-monitoring data is stored has been granted by ten of the original Phase III schools, two of the original pilot schools, and the two replacement schools. CDE continues to negotiate with the remaining schools and districts around issues related to assessment data access and student confidentiality. Coaches' inability to quickly and easily review current literacy data significantly impairs their ability to

assist teachers in using data to inform instruction. Their need to receive data reports via other means is inefficient and presents an ongoing obstacle.

Another challenge that has, in some specific instances, risen to the level of becoming an obstacle, is teachers' unwillingness to relinquish unproven instructional and assessment practices. While all schools involved in this project have committed to using *DIBELS* as their benchmark and progress-monitoring assessment tool, a number of teachers continue to use substantial instructional time to administer additional reading assessments which are not grounded in scientifically-based reading research. This inefficient use of instructional time is further compounded by the reliance on the resulting data that poorly informs instruction.

The use of poorly-designed assessment tools and unproven instructional practices has, in most cases, been found to be linked with teachers' limited foundational literacy knowledge and pre-service training in the area of scientifically-based reading instruction. The resulting collision of differing reading philosophies has presented itself as a substantial obstacle that necessitates an incredible amount of retraining and professional learning. The degree to which individual teachers have been willing to engage in such learning has varied significantly.

Of all the obstacles encountered, the most difficult to address and the most challenging for a coach to navigate is poor instructional leadership. The success of this project is predicated on full implementation of project requirements. The failure of leadership to establish accountability, and expect fidelity of implementation in all participating classrooms places a coach in an untenable position with teachers who choose to ignore project requirements and/or coaches' feedback. The lack of effective instructional leadership has created additional obstacles to effective project implementation in specific schools. These include: poor school culture, lack of professionalism, low student expectations, lack of urgency in closing achievement gaps, and complacency with low student achievement. These issues have required significant leadership coaching and strategic conversations to elicit purposeful planning for improvement. Addressing these issues, when necessary to assure project participation and implementation, has also drawn CDE literacy specialists' time away from other project tasks.

Looking Forward: Second Semester Planning

During the second semester of the 2016-1017 school year, increasing teacher knowledge of foundational literacy and scientifically-based reading instruction will be addressed at the individual teacher level as well as at the school level. CDE coaches will continue to assist teachers in understanding the underlying research that informs the use of the Structured Literacy Routine, and a myriad of other evidence-based strategies, e.g., multiple response strategies; frequent-distributed practice; gradual release of responsibility; frequent progress monitoring; targeted instruction 'by name and by need'; and the use of direct and explicit instruction. These discussions are likely to better meet the needs of teachers if they are

practically embedded into coaching and tailored to the specific teacher's need or offered during brief, small-group trainings based on multiple teacher requests within the same school. This will be one of the focused collaborative discussions at the early February coaches' meeting.

Plans are currently underway to initiate Structured Literacy training for second grade teachers in some Phase III schools during early March, 2017. The first two trainings are scheduled and training materials and resources will be created during February. Other Phase III schools are currently in the process of determining their preferred training dates and whether such training can be accommodated this semester or at the onset of the 2017-2018 school year.

Just as increased teacher knowledge has a strong influence on the project's success, instructional leadership plays a pivotal role in each of the participating schools' ability to meet the goal of improved literacy outcomes for all children. A series of principal coffees are currently being planned for the second semester of implementation at Phase III schools. Finding available time with principals is likely to remain a challenge. CDE literacy specialists have elicited feedback from principals suggesting that shorter meetings/training sessions are better matched to their daily schedules and responsibilities. It is also the intent of the CDE literacy specialists to meet periodically with principals individually throughout the second semester as their current coaching responsibilities are shifted to other CDE coaches. CDE literacy specialists and coaches will be working directly with instructional leadership at all participating schools, to ensure the implementation of the principal observation protocol and in helping principals to better understand implementation fidelity as collaborative classroom observations are conducted.

Currently under consideration is the offering of more intensive instructional leadership professional learning immediately following the completion of the 2016-2017 school year. Currently, literacy specialist are considering options for dates and gauging the availability of project principals for such a symposium.

Increase teacher knowledge of assessment tools and use of data to inform instruction

During the first semester of Phase III, CDE coaches have emphasized the importance of frequent progress monitoring and the importance of following well-established school assessment calendars. With the completion of the Middle-of-the-Year (MOY) *DIBELS* benchmark assessment, coaches will assist teachers in interpreting growth data for each of their students and determining next instructional steps. The time and manner of these discussions are likely to vary and include individual coaching sessions, team data dialogs, grade level PLCs and, as possible, additional mini-data sessions with coaches before and after daily instruction. As CDE coaches encourage teachers to delve into all available data, they will focus on advancing teachers' understanding and skill in daily lesson planning, so to assure that the Structure Literacy Routine during core/universal instruction is designed to offering first, best literacy instruction to all students.

Create visual displays and/or data walls in each school participating in the Structured Literacy Project

In keeping with the goal of increasing effective use of data, each of the project embedded coaches will be assisting schools that currently do not have a data wall or any other type of visual data tracking system, with the creation of such a system. Each participating school has an allocated budget from CDE to assist in the creation of these visual supports. In the few instances where a school currently has a data wall, the emphasis will be to increase the effectiveness of the visual tracking system to assure necessary literacy growth for all students.

An Additional Goal for Phase II Pilot School during Second Semester of 2017

As originally planned, during the second year of project implementation, pilot schools are to actively begin literacy engagement activities with families and within the broader school community. These activities, per the original timeline, are scheduled to begin during the second semester of 2017 at pilot cluster I schools. In collaboration with school leadership, the pilot schools' embedded coach will create and implement a series of family activities and events, and family-friendly materials for home use with student(s).

Additional Goals for Improvement Strategies One and Two

Both projects will continue on the planned trajectory of goal completion based upon the blueprints developed for each strategy. The CEEDAR project will continue working on the blue print as identified through FFY 2019, however the stakeholders have already committed to on-going work beyond FFY 2019 with the development of additional goals as change to the infrastructure are made. The strategy related to blending of funds will also continue as policy becomes clearer with the passage of the ESSA. The Connect for Success grants are included in the state plan for ESSA as one of the support strategies provided to low performing schools. This strategy will continue to develop new goals as we implement the new state plan over the next several years.

Proposed Return on Investment Evaluation (DRAFT) (Additional Stakeholder Input scheduled for Year Two of Phase III)

<p>Payoff Needs</p> <p>Students who are reading at grade level Teachers who are Highly Qualified to teach reading Strategic use of dwindling resources Closing the achievement gap</p>	<p>ROI Objectives</p> <ol style="list-style-type: none"> 1. Cost of all students in project considering those who were Well Below Benchmark, those who have a Significant Reading Deficiency, and those who are reading at grade level and maintaining that through 4th and 5th grades (2020-2022) 2. Cost of all teachers in project considering entry and exit scores on the TKS and Routine Rubric 3. Cost of all schools in project considering the instructional leadership and <i>LET</i> progress 	<p>Level 5 - ROI</p> <p><i>Total Cost and intangible benefits calculated at end of project for K-3rd Grade (June 2019)</i></p> <ol style="list-style-type: none"> 1. Total number of students, and <ol style="list-style-type: none"> a. Number of students who were <u>well below benchmark</u> and maintaining higher level in DIBELS b. Total number of K – 3rd grade students with a SRD; total number of students with a READ Plan c. Number of 3rd grade students scoring proficient on State assessment 2. Total number of teachers, and <ol style="list-style-type: none"> a. Total number of teachers scoring 95% or higher on <i>Teacher Knowledge Survey</i> b. Total number of teachers scoring proficient, and expert, on <i>Structured Literacy Routine Rubric</i> c. Total number of teachers with at least a 75% confidence level attributing improvement to coaching on the <i>Embedded Coaching Program Survey</i> 3. Total number of schools, and <ol style="list-style-type: none"> a. Total number of schools scoring proficient/ exemplar in categories on <i>Literacy Evaluation Tool</i>
<p>School Needs</p> <p>Comprehensive Literacy Program Improved reading proficiency of students Decreased number of students with a Significant Reading Deficiency Decreased number of students identified with a Specific Learning Disability</p>	<p>Impact Objectives</p> <p>Increased score on <i>LET</i> indicating a comprehensive Literacy Program is in place Improved Reading Proficiency (K-3rd Grade) Students maintaining reading at grade level expectations 4th- 5th grade Decreased Significant Reading Deficiency Identification Decreased Specific Learning Disability Identification in Reading</p>	<p>Level 4 - Impact Evaluation</p> <p>Literacy Evaluation Tool (<i>LET</i>) (Survey) DIBELS Next Data (K-3rd Grade) ELA PARCC Data (3rd-5th Grade) READ Act Data (K-3rd Grade) SLD Eligibility Data (K-5th Grade)</p> <p>Specific ROI targeted questions to isolate coaching and identify intangible benefits (Questionnaire)</p>
<p>Performance Needs</p> <p>Teach the 5 components of reading Adjust instruction based upon data Differentiate instruction by name and by need</p>	<p>Application Objectives</p> <p>Use the structured literacy protocol with fidelity Data interpretation informs daily instruction Individualized tiered interventions are fluid</p>	<p>Level 3 - Application Evaluation</p> <p>Structured Literacy Routine Rubric (Observation: Classroom and Small Group) DIBELS Progress Monitoring Data</p>
<p>Learning Needs</p> <p>Foundational Literacy Knowledge Structured Literacy Routine Data interpretation and differing EBP Developmentally appropriate instruction</p>	<p>Learning Objectives</p> <p>Improved teacher knowledge score Improved skills in providing developmentally appropriate instruction</p>	<p>Level 2 - Learning Evaluation</p> <p>Teacher Knowledge Survey (<i>TKS</i>) (Test) Coach Program Evaluation (Survey)</p>
<p>Preference Needs</p> <p>Embedded coaching Virtual coaching</p>	<p>Reaction Objectives</p> <p>Perceive coaching to be relevant to job and important to job performance Rate coach as effective Recommend program to others</p>	<p>Level 1 - Reaction Evaluation</p> <p>Coach Program Evaluation (Survey) Concerns Based Adoption Model – Stages of Concern (Questionnaire)</p>

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Appendices - Improvement Strategy One

Appendix A - Colorado Teacher Preparation Faculty Survey

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Survey Introduction Page

Dear Colorado Teacher Preparation Faculty:

You have been asked to participate in a survey sponsored by Colorado's CEEDAR State Leadership Team. The [CEEDAR Center](#) (Collaboration for Effective Educator Development, Accountability, and Reform) is a national technical assistance center working with states to create aligned professional learning systems that provide teachers and leaders with opportunities to enhance instruction to support students with disabilities. Colorado was chosen to receive funding and technical assistance through a competitive selection process. The Colorado CEEDAR State Leadership Team is comprised of representatives from the Colorado Department of Education, three partner institutions of higher education (Metropolitan State University of Denver, the University of Colorado at Colorado Springs, and the University of Northern Colorado), local education agencies, and other important stakeholder organizations.

The purpose of this survey is to gather information from Colorado teacher preparation program faculty to determine how prekindergarten through grade 6 general education and prekindergarten through grade 12 special education teacher candidates are being prepared to deliver language and literacy instruction in Colorado.

Data from this survey will provide a counterpoint to data gathered in community stakeholder focus groups and should allow for compelling comparisons regarding the perceived preparedness of new teachers from multiple stakeholder groups.

Information gathered through this survey will be used to write a report on program strengths and promising practices in teacher preparation in order to inform the work of the Colorado CEEDAR State Leadership Team. Survey responses are anonymous and no identifying information will be collected. Participation is completely voluntary.

We appreciate your time and your honest responses. Thank you for everything you do to support Colorado's teacher candidates.

Sincerely,

The Colorado CEEDAR State Leadership Team

Page Title: Page 1 of 7

Please share strengths within your preparation program that facilitate teacher candidates' understanding of **Colorado's current literacy context** (e.g., Colorado Academic Standards, Colorado Early Learning and Development Guidelines, READ Act legislation, state assessments, etc.).

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

Page Title: Page 2 of 7

Please share strengths within your preparation program that facilitate teacher candidates' understanding of **methods in best-first instructional practices in language and literacy**.

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate teacher candidates' understanding of **methods of differentiating language and literacy instruction to ensure the success of all students.**

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate teacher candidates' understanding of **language and literacy assessment practices, assessment tools, and data-based decision making.**

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate teacher candidates' understanding of **articulation and communication of students' literacy strengths and areas for growth** (e.g., READ plans, student goal setting, family communication and engagement, collaboration with colleagues, etc.).

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate teacher candidates' understanding of **developmentally-appropriate language and literacy instruction**.

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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What else does your program emphasize that you would like to share?

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Appendix B1 – Focus Group Protocol

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Purpose and Outcomes

The purpose of convening focus groups is to gather information regarding community stakeholders' beliefs about the language and literacy instruction of newly certified (Preschool-6) educators and Special Education (3-21), and newly licensed school leaders. Like the survey being conducted with teacher and school leader preparation faculty, the focus group sessions will be about "taking the pulse" of different groups within the larger educational community in order to gather information about the readiness of new teachers and school leaders in Colorado.

The focus group sessions will provide opportunities for stakeholders to share details about both the strengths and the opportunities for growth for new teachers and leaders. Participants will be asked specifically to share what they have observed or experienced related to new teachers' knowledge of early literacy and use of best first instruction methods, assessment practices, and differentiation techniques, as well as how school leaders are being prepared to support high-quality literacy and language instruction in Colorado. Likewise participants will be asked to share any evidence they have of new teachers' and leaders' understanding of the policy imperatives related to language and literacy instruction in Colorado (READ Act, CAS, ELDG, etc.).

The data gathered during the sessions will provide counterpoint to the data gathered in the teacher and leader preparation surveys and should allow for compelling comparisons regarding the perceived preparedness of new teachers from multiple "consumer" and "provider" groups.

Participants

- *Group Size*- Optimal size is 8-12 participants; consider holding multiple focus groups at same or similar location/time
- *Makeup*- Focus groups should be comprised of "role" groups, if at all possible, so as to ensure the ability and comfort of participants to speak with each other. Whenever possible, key informants should be selected as invitees, relative to the group in question.
- *Selection Pool* – 6 focus groups comprised of individuals drawn from 5 groups of people: Principals (Early Childhood/K-6), Preschool – 3rd grade Educators (Experience in teaching 0-2 years/master teachers of reading), Parents of children in Preschool -3rd grades, Literacy Instructional Coaches, and Directors of Special Education.
- *Preparation*- All participants will receive an invitation and consent (see below) with purpose and outcome information. In addition, depending on the group, participants may be asked to gather information prior to the group session.

Session Specifics

- Number/type of sessions- 6 focus groups
- Locations-TBD
- Length of sessions-Participants should be asked to reserve 60 - 90 minutes for the Focus Group, with our goal being 60 minutes in length.

Consent

Each participant will be asked to sign the consent form below. Since there will not be any journal articles published from this work, IRBs and human subject committees do not need to be involved. We do plan to include the results in Colorado State Performance Plan because it directly informs our State Systemic Improvement Plan (SSIP).

Consent to Participate in Focus Group

You have been asked to participate in a focus group sponsored by the Colorado State Leadership Team made up of members from the Colorado Department of Education, Institutes of Higher Education (University of Colorado, Metropolitan State University, University of Colorado at Colorado Springs), and the Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.

The purpose of this focus group is to try to understand how well educators are prepared for language and literacy instruction in Colorado schools. We will first ask about teacher preparedness and then ask about principal preparedness.

- How well are new Preschool - 6th grade educators and PreK-12 Special Educators prepared for language and literacy instruction?
- How well are new Principals prepared to oversee comprehensive language and literacy programming in their schools?

The information learned in the focus groups will be used to compare community stakeholders' and University faculty educators' beliefs about the preparedness of new teacher and leader candidates which will then be used to inform the work of the Colorado CEEDAR State Leadership Team.

You can choose whether or not to participate in the focus group and stop at any time. Although the focus groups will be audio recorded, your responses will remain anonymous and no names will be mentioned in the report. There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential. We also ask that you follow the lead of the facilitator in order to make the most of the allotted time.

I understand the information and agree to participate fully under the conditions stated above.

Signed: _____ Date: _____

Questions:

First round ask about teacher preparation, *then repeat Exploration Questions* about school leader preparation in overseeing comprehensive literacy programming in his/her school.

Engaging Question (Getting into the topic):

What are your observations and experiences related to how well new (PreK-6, Special Education) teachers (school leader candidates') are prepared for teaching language and literacy for all students?

Exploration Questions (Getting to the heart of the session): (These are matched to the IHE questions)

1. What are your observations and experiences related to new teachers' (school leader candidates') understanding of:
 - Colorado's current **legislation and accountability expectations** (e.g., Colorado Academic Standards, Colorado Early Learning and Development Guidelines, READ Act legislation, state assessments, etc.)
2. What are your observations and experiences related to new teachers' (school leader candidates') understanding of:
 - Methods in **first best practices** in language and literacy instruction (e.g., universal design IN general education classes)
3. What are your observations and experiences related to new teachers' (school leader candidates') knowledge and/or use of:
 - Methods of **differentiating** language and literacy instruction to ensure the success of all students (e.g. Tier two and three practices, grouping, etc.)
4. What are your observations and experiences related to new teachers' (school leader candidates') knowledge and/or use of:
 - Language and literacy **assessment** practices, approved assessments, and assessment tools
5. What are your observations and experiences related to new teachers' (school leader candidates') **communication to others** (e.g., parents, colleagues) about:
 - students' literacy **strengths and areas for growth** (e.g., READ plans, student IEP goals)
6. What are your observations and experiences related to new teachers' (school leader candidates') knowledge and/or use of:
 - **Developmentally appropriate instruction** that considers the whole child

AFTER asking new teacher questions, repeat the process by asking about new leader preparation programs.

Final Exit Question (Getting closure):

- What, if anything, would you like to share that we have not covered in relation to language and literacy instruction preparation of new teachers and school leader candidates' in Colorado?

Script/facilitation

The script will utilize the same framing around the purposes of the grant, the work of CEEDAR, and the involvement of IHEs and CDE that will be detailed on the survey.

Focus Group Facilitators:

- Will be trained by expert in facilitation from the University of Northern Colorado
- 6 Doctoral Candidates attending either Metropolitan State University of Denver, University of Northern Colorado, or University of Colorado at Colorado Springs

Facilitators, to the extent possible:

- *should* be knowledgeable about literacy and teacher preparation and should be highly qualified
- *should not* be someone directly involved in teacher preparation-we don't want to stifle the conversation!
- *should* be able to keep the discussion going, deal tactfully with difficult or outspoken group members, and ensure all participants are heard
- *should* be able to probe for complete or detail-specific answers, monitor time and keep everyone on track, and provide closure by thanking and informing participants about next steps in terms of the analysis and sharing of data. (Co-facilitator will provide assistance in time monitoring and recording of information)

Facilitators will:

- *Attend facilitator training and facilitate one session and note-take for one session*
- *Prepare and provide notes and feedback from focus group participants for the qualitative analyst's final report*

Appendix B2 - Focus Group Invitation

Good Afternoon!

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You have been asked to participate in a focus group sponsored by Colorado's CEEDAR State Leadership Team. The [CEEDAR Center](#) (Collaboration for Effective Educator Development, Accountability, and Reform) is a national technical assistance center working with states to create aligned professional learning systems that provide teachers and leaders with opportunities to enhance instruction to support students with disabilities. Colorado was chosen to receive funding and technical assistance through a competitive selection process. The Colorado CEEDAR State Leadership Team is comprised of representatives from the Colorado Department of Education, three partner institutions of higher education (Metropolitan State University of Denver, the University of Colorado at Colorado Springs, and the University of Northern Colorado), local education agencies, and other important stakeholder organizations.

The purpose of this focus group is twofold. First, it is to gather information from Colorado stakeholders (Principals, Teachers, Parents, Instructional Coaches, Directors of Special Education) to determine how prekindergarten through grade 6 general education and prekindergarten through grade 12 special education *teacher candidates* are being prepared to deliver language and literacy instruction in Colorado. Second, it is to gather information to determine how *principal candidates* are being prepared to be instructional leaders oversee the delivery of language and literacy instruction in their schools.

Data from this focus group, analyzed by an external qualitative analyst, will be combined with data received from other key stakeholder focus groups (*i.e.*, Teachers, Principals, Literacy Instructional Coaches, and Directors of Special Education). The information gathered through these focus groups will be used to write a report on key themes, areas of strengths, and areas for improvement in order to inform the work of the Colorado CEEDAR State Leadership Team.

These data will provide a counterpoint to data gathered through two surveys given to University Faculty of teacher and leader preparation programs across the state. These data should allow for compelling comparisons regarding the perceived preparedness of new teachers from multiple stakeholder groups.

All focus groups will be conducted by trained facilitators who will keep your responses anonymous. The external analyst will also be present capturing real time data as well as an audio recording of the responses. No identifying information will be used and your participation is completely voluntary.

We have a survey for you complete that will provide us with possible times/dates that you are available. The final options will be gleaned from the top availability. If there is someone who you think would be a good candidate to inform this work, please send the survey link to them.

Each focus group will be able to accommodate 8 to 12 participants. We appreciate your time and your honest responses. Thank you for everything you do to support Colorado's teachers and principals, and pre-service candidates.

Sincerely,
The Colorado CEEDAR State Leadership Team

Appendix B3 – Focus Group Facilitators

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The following details the agreement between CDE and 1 Vendor.

Project start date: February 15, 2017

Project end date: May 31, 2017

Total dollar amount of project (not to exceed): XX

Description of service(s) to be performed:

Background

In support of the requirements identified in the Exceptional Student Services Unit's State Systemic Improvement Plan (SSIP), the Colorado Department of Education (CDE) is seeking an expert in focus group facilitation to provide professional learning and technical assistance in supporting the department's efforts to analyze data gathered via surveys and focus groups regarding the preparedness of newly licensed teachers in literacy instruction. The ESSU is conducting this work in partnership with the Collaboration for Effective Educators, Accountability, Development, and Reform (CEEDAR Center) and 3 Colorado Institutes of Higher Education (University of Colorado at Colorado Springs, Metropolitan State University of Denver, and University of Northern Colorado).

Expert shall:

1. Provide focus group facilitation skill education to doctoral students who will conduct focus groups with a variety of stakeholders. Qualitative data from the focus groups will be analyzed by a separate vendor which will include summarizing open responses for key themes and identifying areas of strengths and areas of need of newly licensed teachers (defined as three years or less in the classroom) in the content area of literacy
 - i. Develop and provide CDE with electronic materials at least 2 days prior to the training event for reproduction.
 - ii. Conduct a 3 hour facilitator training in the Denver Metro Area.
 - iii. Provide up to 2 hours of technical assistance via telephone or email to the new facilitators to address questions they may have after the class.

Rate(s)/Billing/Payment Schedule:

1. Expert will be paid a total not to exceed amount of \$XX upon receipt of acceptable invoice.
2. Expert shall invoice and be paid based upon successful completion of services and CDE acceptance of completed work.

*** * * Vendor is considered an independent contractor and not a state employee. * * ***

The following details the agreement between CDE and 6 Vendors.

Project start date: February 15, 2017

Project end date: May 31, 2017

Total dollar amount of project (not to exceed): \$XX

Description of service(s) to be performed:

Background

In support of the requirements identified in the Exceptional Student Services Unit's State Systemic Improvement Plan (SSIP), the Colorado Department of Education (CDE) is seeking a focus group facilitator in support the department's efforts to gather qualitative data via focus groups regarding the preparedness of newly licensed teachers in literacy instruction. The ESSU is conducting this work in partnership with the Collaboration for Effective Educators, Accountability, Development, and Reform (CEEDAR Center) and 3 Colorado Institutes of Higher Education (University of Colorado at Colorado Springs, Metropolitan State University of Denver, and University of Northern Colorado).

Facilitator shall:

1. Attend a 3 hour focus group facilitation professional learning opportunity to develop facilitator skills and knowledge of the established protocol for the focus groups that will take place with a variety of stakeholders. Qualitative data from the focus groups will be analyzed by a separate vendor which will include summarizing open responses for key themes and identifying areas of strengths and areas of need of newly licensed teachers (defined as three years or less in the classroom) in the content area of literacy
 - i. Attend a 3 hour facilitator meeting in the Denver Metro Area.
 - ii. Provide facilitation of two, 90 minute focus groups located along the I 25 corridor.
 - iii. Adhere to established protocol.
 - iv. Provide a follow-up report regarding open responses from participants regarding key themes and impression of individual / group dynamics.

Rate(s)/Billing/Payment Schedule:

2. Facilitator will be paid a total not to exceed amount of \$XX upon receipt of acceptable paperwork / invoice.
3. Facilitator shall invoice and be paid based upon successful completion of services and CDE acceptance of completed work.
4. The price includes all costs incurred by the facilitator in the performance of the work. No additional costs will be reimbursed.

*** * * Vendor is considered an independent contractor and not a state employee. * * ***

Appendix B4 – Conducting Focus Groups Protocol

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Opening Script:

Good evening. I'm ____ and I'll be facilitating this focus group. My note-taker tonight is _____. Thank you so much for agreeing to participate in this meeting! We are here today to get your thoughts and opinions on the language and literacy instruction preparedness of preschool-6th grade elementary educators and special education teachers as well as the principals' preparedness to oversee a comprehensive literacy program in the school. There are a series of questions that should take about an hour. We will go through the questions about teacher preparedness first followed by the same questions for principals.

We aren't interested in names or deep personal stories. Nor are we here to bash people or Universities. We just want to know about your observations and experiences related to the questions we ask you. Please try to answer the questions as unbiased as possible.

All comments will be strictly confidential and your name will never be used. We have some other ground rules that we'll use in our meeting. Notes will be taken and the session will be recorded, but absolutely no names will be used in reporting the results of the session.

Do you have any questions?

If you are willing to participate, please sign this consent form and let's get started by reviewing our ground rules.

Ground Rules:

PRACTICE

- Speak your truth; tell what you know and believe; speak from your own knowledge and beliefs
- Listen to hear what others mean to say
- Talk with respect for others and for yourself
- Follow the facilitator's guidance about time and whose turn it is to talk

AVOID

- Interrupting
- Naming unnecessary names
- Complaining
- Fixing blame without offering a solution
- Personal attacks
- Dominating the conversation, everyone should have an equal opportunity to respond
- Cell phones are off and store

Appendix B5 – Qualitative Analyst

VENDOR INFORMATION

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Legal business name: Augenblick, Palaich and Associates

DBA (if any): APA Consulting

Address: 1120 Lincoln St., Suite 1101, Denver, CO 80203

Phone: 303-293-2175 **Fax:** 303-293-2178

Vendor contact name: Dale DeCesare

The following details the agreement between CDE and Vendor.

Project start date: March 14, 2017

Project end date: June 9, 2017

Description of service(s) to be performed:

Background

In support of the requirements identified in the Exceptional Student Services Unit's State Systemic Improvement Plan (SSIP), the Colorado Department of Education (CDE) will be contracting with APA consulting to provide research and technical assistance in supporting the department's efforts to analyze data gathered via surveys and focus groups on the preparedness of newly licensed teachers in literacy instruction.

1. Survey 1: Sent to higher education faculty who teach literacy in Colorado Universities to pre-service teacher candidates in special and general education teacher preparation programs.
2. Survey 2: Sent to higher education faculty who teach literacy in Colorado Universities to pre-service principal candidates in administrator preparation programs

CDE is working in partnership with the Collaboration for Effective Educators, Accountability, Development, and Reform (CEEDAR Center) and 3 Colorado Institutes of Higher Education; University of Colorado at Colorado Springs, Metropolitan State University of Denver, and University of Northern Colorado.

Vendor shall:

1. Meet or hold an initial conference call on March 14, 2017 with CDE staff to discuss the goals of the analysis and expectations of the project and requirements of the final report.
2. Conduct a qualitative analysis of narrative responses from 2 surveys on the preparedness of newly licensed teachers in literacy instruction, that CDE created and distributed to Colorado University faculty, who taught literacy courses to leader and teacher candidates during October thru November 2016. The analysis shall include;
 1. Program strengths
 2. Gaps
 3. Promising practices
 4. Any conflicts in narrative responses

5. Provide an analyst from APA to attend in person six focus groups in the Denver Metro area that will be held during April 2017 for the purpose of taking notes of focus group discussions. Specific times, dates, and places shall be determined by CDE at a later date.
 1. Analyze the data from each of the focus groups for program strengths, gaps, and promising practices, and any conflicts in narrative responses.

6. Produce and submit a draft report to CDE by May 12, 2017 for review and approval that includes strengths, promising practices, gaps, and conflicting information gathered from responses submitted from surveys and six focus groups regarding K-3 literacy pre-service preparation of newly licensed teachers.
 1. Provide an electronic report with the following format to CDE:
 - a. Section One - the qualitative analysis of the narrative responses from each survey.
 - b. Section Two - the qualitative analysis of the focus group discussion.
 - c. Section Three - the summary of key themes identified from all data.

7. Submit a final report to CDE by June 9, 2017 for review and approval.

Rate(s)/Billing/Payment Schedule:

1. Vendor will be paid upon receipt of acceptable invoices, to be billed upon completion of the final deliverable and be paid based upon successful completion of services and CDE acceptance of completed work.
2. Vendor invoice shall be as detailed as necessary to explain the total cost reimbursement requested and include breakout of work completed.
3. The price includes all costs incurred by the vendor in the performance of the work. No additional costs will be reimbursed.

Appendix C – Content Knowledge, Skills, and Practices

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Pre-Service Candidates / Newly Licensed Educators

Teachers should be able to create an environment that promotes language and literacy.

Developmental Levels of the Children:

- Take into consideration the developmentally appropriate learning experiences consider a child’s developmental abilities, temperament, language and cultural background, needs and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development, and learning means all children are valued individually and inclusivity is expected and respected. (Intro 8.01(1)) (9.08 (3) (b) (i))
- Identify and address children’s diverse developmental abilities. (8.01 (1)(a))
- Understand the similarities and differences as well as educational implications of characteristics of various exceptionalities. ((9.005 (1)(c) (ii & iii))

Collaboration:

- Value families in the context of their culture, language, home and community to build strong connections for collaboration. (8.013)
- Collaborate with general education and other colleagues to create safe, inclusive, data driven, culturally responsive learning environment to engage all children in meaningful learning activities and social interactions. (9.005 (2) (a))
- Collaborate with colleagues to ensure that appropriate supports are provided to all students according to need within a multi-tiered system of supports. (8.02 (1) (d))
- Maintain a supportive environment for staff and families so that they can engage in effective communication, problem-solving, and teaming. (8.01 (4)(d))

Daily Routine:

- Include access, participation, and support for each and every child within a multi-tiered system of supports (Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC))
- Set and communicate high expectations for the growth of all children (9.04 (5) (c) (ii))
- Plan and implement a balance of experiences for children that address various levels of pro-social interactions, emotional expression, play, activity levels, self-regulation. (8.01 (8) (f & h))
- Plan, implement, and support intentional experiences that promote children’s growth, development and learning in all developmental and academic domains as defined by the Colorado academic standards. (8.01 (8))
- Embed curricula and learning within the daily routines and natural environments so that learning is authentic, functional and meaningful to the child and family (8.01 (8) (a))
- Implement the concepts of universal design for learning within a multi-tiered system of supports. (9.08 (3) (a) (i))

- Create an inclusive and supportive culture that is fostered through providing both individual and group guidance strategies. (8.01 (4))
- Modify general and specialized curricula to make them accessible to individuals with exceptionalities. (9.005 (3) (c))
- Provide augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (9.005 (5) (c))

Language and Literacy Instructional Practices:

Teachers should be able to design, create, develop, and plan purposeful and appropriate sequenced language and literacy instruction with intentional learning opportunities that are responsive to student need.

- Select appropriate texts for instruction, the role of reading level, complexity, genre, interest, and types of texts (e.g., decodable, controlled, predictable).
- Provide opportunities for a variety of intentional literacy tools in play opportunities (e.g., theme, snack time, outside)
- Intentionally provide daily opportunities for read aloud, shared, guided, and independent reading
- Intentionally plan for and scaffold opportunities in: speaking, listening, oral language, writing, visually viewing, and representing (e.g., alphabet knowledge, phonological awareness, rapid naming of letters and digits, rapid naming of objects and colors, writing or writing name, phonological short term memory, concepts about print, print knowledge, reading readiness, and visual processing)
- Use formative assessment to appropriately group students for reading instruction with emphasis on time, pacing, and intensity.

Teachers should be able to orchestrate meaningful student engagement by providing, delivering, and teaching intentional, purposeful, and appropriately sequenced literacy instruction that is responsive to student need.

- Connect new content to prior knowledge and children’s life experiences.
- Begin lessons with an explicit goal/objective that is presented in child-friendly language to help children understand expectations.
- Ask open-ended questions and use wait time for children’s responses appropriate to individual children.
- Model I do (direct instruction), you do (independent), we do (collaborative) for scaffolded learning (e.g., Introduce, Check for Understanding, Guided Practice, Independent Practice)
- Apply principles of gradual release of responsibility
- Modeling and demonstrating skills and strategies

- Intentionally engage in frequent, varied, and distributed opportunities for guided and independent practice
- Adjusting instructional scaffolds based on student need
- Formative assessment to determine independence
- Use concepts of time and intensity to adjust instruction based on student need in a multi-tiered system of support (embedding throughout every routine)

Teachers should be able to assess purposeful and appropriately sequenced literacy instruction that is responsive to student need.

- Administer a wide variety of ongoing formative and summative assessments that are developmentally appropriate, responsive to the needs of diverse learners, reliable and valid measurements of targeted skills, and inclusive of adopted content standards.
- Use evidence-based practices to assess and address children’s individual needs with respect to culturally responsive curricula and environments.
- Engage in a continuous authentic assessment process to ask questions, collect information (i.e., data), interpret the information and then make instructional decisions that are individualized and culturally responsive.
- Use data to identify students who require additional support and the areas in which additional support is needed.
- Use data to plan and adapt instruction to address the specific areas of need. (e.g., Code-focused interventions, Shared-reading interventions, and language-enhancement instruction)
- Recognize there is a need for additional assessment information and are aware of available resources within a multi-tiered system of support
- Apply appropriate assessment accommodations.
- Work in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

Appendix D – Crosswalk of Content Knowledge, Skills, and Practices with Teacher Quality Standards

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Literacy Content Knowledge & Skills and Teacher Quality Standards Crosswalk (CO State Model Rubric)		
Literacy Content Knowledge and Skills		Teacher Quality Standard
Curriculum Development: 8.02(1): The educator is knowledgeable about curriculum development and instruction and is able to:	8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards including, but not limited to language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology.	3b
	8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs.	3d
	8.02(1)(c) implement appropriate strategies and activities to increase student achievement.	3c
	8.02(1)(d) understand and adhere to strict data privacy and security practices.	5d
Child Development: 8.02(2): The educator is knowledgeable about child development as it applies to learning and is able to:	8.02(2)(a) incorporate documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners.	3a 3c
	8.02(2)(b) plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality.	2b 2c 2d 3b 3c
	8.02(2)(c) recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress and draw upon their strengths and experiences in planning for instruction.	2a 2b 2c 2e
	8.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals.	1f

Classroom Environment: 8.02(3): The educator is knowledgeable about classroom environment and is able to:	8.02(3)(a) provide a safe and engaging learning environment responsive to individual learner needs and student choices and interests.	2a 2c
	8.02(3)(b) effectively utilize developmentally appropriate, learner-responsive time- management techniques.	2f
	8.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.	2f
Assessment (General): 8.02(4): The educator is knowledgeable about assessment and is able to:	8.02(4)(a) effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards.	3b 3h
	8.02(4)(b) effectively utilize assessment results and related data to plan for appropriate student instruction.	3b 3h
	8.02(4)(c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives.	3b 3h
	8.02(4)(d) effectively communicate with students, parents and other professionals concerning assessments and student performance.	2d 2e
Phonology: 8.02(8): The educator is able to develop phonology, and is able to:	8.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.	1b
	8.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).	1b
	8.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.	1b
	8.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.	1b
	8.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.	1b
	8.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.	1b

Phonics and Word Recognition: 8.02(9): The educator is able to develop phonics and word-recognition knowledge related to reading including:	8.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.	1b
	8.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.	1b
	8.02(9)(c) stating the rationale for multisensory and multimodal techniques.	1b
	8.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.	1b 1d
	8.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.	1b 1d
Fluency: 8.02(10): The educator is able to develop fluent, automatic reading of text:	8.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.	1b
	8.02(10)(b) 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.	1b
	8.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level.	1b
	8.02(10)(d) knowing sources of activities for building fluency in component reading skills.	1b
	8.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes.	1b 1d
	8.02(10)(f) understanding techniques to enhance a student's motivation to read.	1b
	8.02(10)(g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.	1b 3d
	8.02(10)(h) understand the relationship between accuracy and reading fluency.	1b

Vocabulary: 8.02(11): The educator is able knowledgeable about vocabulary development related to reading instruction:	8.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension.	1b
	8.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.	1b
	8.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading.	1b
	8.02(11)(d) understanding that word knowledge is multifaceted.	1b
	8.02(11)(e) understanding the sources of wide differences in students' vocabularies.	1b 2d
Text Comprehension: 8.02(12): The educator is able to develop text comprehension including:	8.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading.	1b
	8.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation.	1b
	8.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	1b
	8.02(12)(d) identifying in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.	1b
	8.02(12)(e) understanding levels of comprehension including the surface code, text base and mental model (situation model).	1b 3c
	8.02(12)(f) 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.	1b 3c

Appendix E – Colorado School Leader Preparation Faculty Survey

Survey Introduction Page

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Dear Colorado School Leader Preparation Faculty:

You have been asked to participate in a survey sponsored by Colorado’s CEEDAR State Leadership Team. The CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform) is a national technical assistance center working with states to create aligned professional learning systems that provide teachers and leaders with opportunities to enhance instruction to support students with disabilities. Colorado was chosen to receive funding and technical assistance through a competitive selection process. The Colorado CEEDAR State Leadership Team is comprised of representatives from the Colorado Department of Education, three partner institutions of higher education (Metropolitan State University of Denver, the University of Colorado at Colorado Springs, and the University of Northern Colorado), local education agencies, and other important stakeholder organizations.

The purpose of this survey is to gather information from Colorado school leadership preparation program faculty to determine how school leaders are being prepared to support high-quality literacy and language instruction in Colorado.

Data from this survey will provide a counterpoint to data gathered in community stakeholder focus groups and should allow for compelling comparisons regarding the perceived preparedness of new school leaders from multiple stakeholder groups.

Information gathered through this survey will be used to write a report on program strengths and promising practices in school leader preparation in order to inform the work of the Colorado CEEDAR State Leadership Team. Survey responses are anonymous and no identifying information will be collected. Participation is completely voluntary.

We appreciate your time and your honest responses. Thank you for everything you do to support Colorado’s school leader candidates.

Sincerely,

The Colorado CEEDAR State Leadership Team

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **Colorado's current literacy context** (e.g., Colorado Academic Standards, Colorado Early Learning and Development Guidelines, READ Act legislation, state assessments, etc.).

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **methods in best-first instructional practices in language and literacy**.

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **methods of differentiating language and literacy instruction to ensure the success of all students.**

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **language and literacy assessment practices, assessment tools, and data-based decision making.**

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **articulation and communication of students' literacy strengths and areas for growth** (e.g., READ plans, student goal setting, family communication and engagement, collaboration with colleagues, etc.).

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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Please share strengths within your preparation program that facilitate school leader candidates' understanding of **developmentally-appropriate language and literacy instruction**.

Strengths in preparation coursework (key assignments, activities, and/or experiences)

Strengths in field experiences (key activities and/or experiences)

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What else does your program emphasize that you would like to share?

Appendix E1 – Sample CEEDAR Agenda



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Colorado CEEDAR State Leadership Team

December 14, 2016

Metropolitan State University

Tivoli Student Union Zenith Room (TV 640)

9:00 a.m.—4:00 p.m. MST

Objective:

- To plan for implementation of upcoming tasks and activities in the TA blueprint

Agenda:

- Welcome and objectives (9:00—9:15 a.m.)
- On Zoom – Wynette Howard and John Condie, Tanni Anthony (Mary Bivins, Jenn Weber, Angela may join later)
- In Room: Lindsey Hayes, Staci Rush, Jennifer Simons, Lori Kochevar, Barb Frye, Margaret Scott, Corey Pierce, Harvey Rude, Toby King, Kat Rains, Faye Gibson, Donna Bright, Alissa Dorman, Kim Watchorn, Cindy Lindquist, Brian Sevier
- **Teacher/Leader Preparation Improvement Goals 1 & 2, Objective 1, Tasks 1-3** (9:15—10:00 a.m.)
 - Update on surveys, focus groups, and plans for analysis
 - Table Group Discussions on initial impressions of Faculty survey results

Questions 1 & 2

A variety of reflection

Guidance and feedback from IHE and local schools performance assessment feedback aligned with standards

Variety of instructional approaches

LEADER: response reflected awareness and knowledge, observation reflect what the teachers do in their own teaching rather than what the students were doing.

Infusion of instructional technologies

Alignment with State Standards

Questions 3 & 4

Cycle plan, put into practice, assess. Is there a closed loop and how much actually gets put into practice.

Practical application in classrooms

Scaffolding for teachers, start in university classes, and develop, CLD was evident

Lack of language development as a component

Giving assessment, scoring, designing,

Instructional leaders – a focus of being the leader and differentiation

No huge themes,

Discussed the connections between teacher prep, candidate, cooperating teacher

Common definition: I may teach SBRR – but is that what others would agree on

Having some clear definitions would be helpful

Question 6

Developing appropriate practices – didn't seem to have as much information, the differing definitions was reinforced by the responses.

Lessons Learned:

Suggestions for focus groups - We need to have people who are educators who know what to ask to dig deeper. Focus group facilitators must know how to probe deeper.

Strong collection of focus group representatives. What is happening in the classroom?

In-service vs. prep. We need to be able to probe.

Are we having to provide "remediation" ?

Questions and Discussion:

School District: what is the expectation coming out of the prep program? What is the Induction program training? How do we develop themes around gaps. Not sure about what else is being taught elsewhere in the other courses. SO WHAT? How do we make sure that our practice based opportunities are actually being implemented.

Question: What are we all grounded in? They quickly see the emergent leader/teachers as mechanically as a softball coach sees a pitcher. What would we say is effective literacy instruction in a clinical approach? What would be practical approaches to implement?

Higher Education: we do not get any specific data about how the teacher candidates. Here's what we think we are doing and here is what the "Consumers" are saying

Alisa Dorman - Teachers right now: they don't know how to take what they see on an assessment, they can articulate the need. However they cannot get to the exact intervention that is needed.

Closing the loop! Scaffolding for the teachers, but they need to figure out the next step. That is the problem.

MTSS – Systems Approach: Data to inform the actionable decision making. Focus group and the surveys are giving the current state to make change. Instead of "we know what should be doing" and "we are going to collect the data on that"....and SO WHAT?

***Creating an enabling conditions/context to implement the reform. What is the infrastructure needed to implement the change.

Trajectory of change: These make sense in our blueprint

• Teacher Preparation Improvement Goal 1, Objectives 2 & 3 (10:00—11:00 a.m.)

- Review of blueprint language and discussion
- Discussion: Do we need to change the blueprint?
 - Content knowledge only? It is easier to teach the "black & white" of teaching and not cover the nebulous or gray area. It seems like there is something missing in objective 2 and 3. Documents available already that may already address this area, we need to think about brand new teachers, we need to have the What and the How. People say: we align all of our coursework to the Colorado Standards. BUT what is that for teacher prep.
 - What we really need to get to is WHAT does a brand new teacher, who has never been in charge of a classroom.

- Resource Guide created in Ed Effectiveness.
 - We need to marry the practice to the content. High leverage practices should be included. We need to create a document for the supervisors of preservice candidates.
 - Consideration of supervising teachers – who are they? Cooperating teachers? Who are they?
 - What are the incentives to do this? We need to identify this carefully.
 - Training of cooperating teachers? Mentoring?
 - Develop MOU – work more with superintendents. We have a big issue with placement opportunities. We need to develop “look fors”
- **Next steps:**
 - What are the competencies new teachers should know?
 - Create one document!
 - Address Placement supervision – “look fors”
 - Opportunities for placement – use the tool for communication and expectations of cooperating teachers.
 - Gather all performance evaluations of pre-service candidates and professional dispositions, the literacy document created, teacher rubric
 - Who will do this?
 - IHEs
 - Induction alignment
 - Consider the needs of Rural Districts (superintendents)
- **Alignment of Professional Learning Systems Goal 3 (11:00 a.m.—12:00 p.m.)**
 - Recommendations on mentoring—plan for next steps
 - Mary & Jen on phone to provide the update for induction working group
 - Informational webinar, smaller working group
 - Final stages of developing a draft that districts and BOCES can use with their teachers.
 - Developing some best practices that can/should be used
 - Teacher Rubric (when this is ready they will share that out with us in draft form, she will share this out to us by January 17th, next meeting January 20th)
 - Feedback on the rubric / improve the tool
 - Support Services Personnel (second Induction framework)
 - Principal (After the support services one is done)
 -
- **Lunch (12:00—12:30 p.m.)**
- **Educator Preparation Program Approval/Evaluation Goal 4 (12:30—1:30 p.m.)**
 - Plan for next steps
 - Mary Bivins will be leading these efforts and partnering with Robert Mitchell (CDHE)
 - Want to review the process and look at output process
 - State legislation will be lifted to a higher degree due to Federal guidelines
 - Sub-committee is looking at the reauthorization process
 - Feedback from the CSLT will be helpful as we move forward with looking at this goal.
 - Create a focus group from CDE to elevate the meaningful and productive. The process currently doesn’t seem to be helpful for “anyone”

- It is a more streamlined process now – but how is this new way working? How is it going to be more connected to outcomes.
 - Connect with Colleen to create next steps for our January meeting (Colleen and Mary)
 - Take this information to the Spring CCODE meeting
- **Teacher & Leader Standards / Licensure & Certification (Consideration of adding this a goal)**
 - Colleen O’Niell presentation – task force that would examine a reading test
 - Could the CEEDAR team be a part of the task force (Alisa and Barbara Frye)
 - CASPA (i.e., HR people)
 - Revisit Communication Plan (1:30—2:15 p.m.)
 - Add CASPA to Communication Plan
 - Reviewed plan and shared out what has happened
 - Get talking points to Educator Effectiveness Newsletter / other newsletters
 - Highlighting the collaboration
 - Toby will get it on the newsletter(s)
 - Faye will develop the talking points
 - These talking points can be re-purposed for other newsletters
 - We can share these at the January meeting
- **Other Items (2:15—3:00 p.m.)**
 - Innovation Configurations
 - www.CEEDAR.org
 - A tool to determine at the program level to see if the EBO are being taught at the program level
 - A long list of tools are available that begin with an extensive literature review
 - Implementation levels (shows across every course the levels of EBP)
 - Go forward with training. It could be professional learning at each IHE if needed. Faculty could be invited who are interested.
 - Connections with State Systemic Improvement Plan
 - Need update about the SiMR project (February in-person meeting)
 - **Conversation about Outcomes (3:00—3:45 p.m.)**
 - How do we make sure that we accomplish what we started out to accomplish
 - What can we measure short-term. Mid-term, long-term
 - We will be taking a look at the data and what is happening at the schools now.
 - **Next Steps (3:45—4:00 p.m.)**

Appendices - Improvement Strategy Two

Appendix F – Selection Criteria for SiMR Structured Literacy School Project

Identification of Phase III Project Schools

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Planning for the implementation of Phase III of the SiMR Literacy Project initially began in the Spring of 2016. During technical assistance discussions with OSEP in early 2016 it was decided that the literacy project would add approximately sixteen to twenty schools into the Phase III portion of the project, so that the addition of new schools to the previously identified four pilot project schools would result in a minimum total of 20 schools in the SiMR Literacy Project. Ultimately eighteen new Phase III schools were accepted into the project.

The initial identification of potential Phase III schools began with the determination of basic criteria as follows:

-
- Participation in the Early Literacy Assessment Tool Project (ELAT) guaranteeing the use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Schools participating in the Early Literacy Grant (ELG) were not eligible
- Priority given to schools identified as School-Wide Title I
- Geographic location which allowed for clustering of schools
- LEA leadership has expressed a desire to have schools within their district be considered for project participation
- Adequate school size and numbers of students in disaggregated categories (e.g., free and reduced lunch, second language learners, students with disabilities, and minority student population) to assure the ability to report project data
- Inclusion of schools from varied geographic locations which are representative of the State, (e.g., urban, suburban, and rural settings)
- Possible inclusion of elementary charter schools as an addition to the expected participation by public elementary school

Through a series of school filtering discussions, a number of potential sites which met the basic criteria were identified. District leadership from each of these sites was personally contacted to ascertain interest in project participation. Meetings were scheduled with district leadership expressing an interest in learning more about the project or expressing a desire to participate. These meetings included thorough explanations of the overall project as well as project requirements and expectations. District leadership was informed as to which schools in their district met basic criteria. Further consideration of schools was based on district leadership eliciting interest from the identified schools' principals.

Appendix G – SiMR School Readiness Assessment

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Once principals indicated their interest in pursuing the opportunity to participate in the SiMR Literacy Project, individual interview sessions were scheduled with principals and project literacy specialists. Project literacy specialists utilized the SiMR School Readiness Assessment to gather relevant information for school selection. The SiMR School Readiness Assessment (SSRA) was designed to quickly capture factual information e.g., number of teachers per grade level; name of core reading program if one is used; number of interventionists; and time allotted each day to literacy instruction. The structure of the SSRA was used to assure a substantial degree of consistency in the questions posed to principals during the project interviews.



In addition to capturing factual information, SSRA discussion categories focused on specific elements of a school’s comprehensive literacy program. Key elements for consideration included; philosophy of reading instruction, effective use of instructional time, assessment practices, available literacy resources, and provision of professional learning opportunities within the school. The SSRA was scored on a 0-2 scale. A zero scored represented a “no” response to the existence of a particular element within the school’s literacy programming. “Yes” responses were differentiated between those responses where strong evidence of the element’s presence existed (score of 2) and those responses where the evidence was weak (score of 1). This simple differentiation of responses aided the literacy specialists when comparing potential schools, when anticipating the level of support needed by each school under project consideration, and later during planning, once schools were chosen.

In addition to gathering factual information and discussing specific elements of literacy programming with each principal, the literacy specialists engaged each school leader in discussions centering on topics related to instructional leadership, the benefit of direct and explicit instruction, the use of embedded coaching, and the school’s commitment to continual improvement. Throughout the interview process, the literacy specialists were careful to listen for principal’s beliefs related to: 1) leadership; 2) differentiated support and accountability; 3) talent management; and 4) instructional infrastructure, as previously identified in the Spring of 2016 project report, as our four main levers of change for this project (see Figure 1). Additionally, it was essential to glean a thorough understanding of each specific school’s philosophy and approach to literacy instruction and possible alignment to the project’s use of evidence-based strategies.

Figure 1: Description of the Four Main Levers of Change (University of Virginia, Darden School of Business: School Turnaround Program)

Lever of Change	Description
Leadership	Systems require the will and capacity to prioritize what is necessary to improve the lives of the children they serve and present a clear vision for the path ahead.
Differentiated Support and Accountability	System leaders must provide schools with the capacity-building support, accountability and flexibility needed to achieve urgent change. This support must be tailored to each individual school.
Talent Management	Creating the environment for success requires having the right people in place to carry out the work.
Instructional Infrastructure	A core component of our work involves data-driven instruction to create an evidence-based approach to better serve students. We work with system leaders to create and implement a cohesive assessment strategy, responsive data systems and high-quality curriculum.

Individual interview sessions with principals yielded valuable insight into the potential of each school to become an active, collaborative partner in the SiMR Literacy Project. These insights and impressions coupled with the more factual and scorable responses, were evaluated in the context of what conditions and beliefs were anticipated to be essential to project success within a school. Based on interview responses, review of recent school literacy data, geographic location, and verbal commitments by district and school leadership, schools were invited to participate in the SiMR Literacy Project.

School Readiness Assessment

Element	Choose One		Comments
	Yes	No	
Element #1-Philosophy of Reading Instruction			
1. There is adequate evidence that the philosophy of reading instruction in the school is steeped in Scientifically Based Reading Instruction (SBRR).			
2. Evidence of foundational knowledge related to SBRR and instruction is evident.			
3. Targeted literacy is taught daily in both differentiated and whole group and small group formats based on students' needs.			
Element #2-Effective Use of Time			
1. Students receive at least 90 minutes of reading instruction daily.			
2. Blocks of time (20-40 additional minutes) are intentionally scheduled daily to provide reading intervention for students performing below benchmark.			
3. Time is provided weekly for PLC and data dialog to plan targeted and needs-based reading instruction.			
Element #3-Assessment			
1. A school-wide assessment calendar is in place and adhered to consistently (screening, progress monitoring and summative assessments are included).			
2. Intensive students are progress monitored at a minimum every two weeks on a consistent basis.			
3. Assessment data is used to identify students' literacy needs and targeted intervention is implemented to meet those needs.			

Element #4-Professional Development			
1. PD is aligned to continued improvement in literacy knowledge and instructional practice.			
2. PD is aligned to the literacy goals outlined in the UIP.			
3. An instructional coach is in place and provides direct support to teachers related to literacy instruction.			
4. PD supports sustainability of school-wide systems for teaching literacy.			
Element #5-Resources			
1. Core Reading Program is in place and being used with fidelity.			
2. Intervention programs are in place to meet the targeted needs of struggling readers.			
3. Intervention programs/strategies that align with SBRR are in place.			
Element #6-Staffing Specifics			
1. More than one teacher is at each grade level.			
2. Intervention teachers are available to provide targeted intervention.			
3. Special education teachers are a part of the overall staff (number of general special education teachers, related services teachers, etc.).			
Element #7-Student Demographics and Family Involvement			

Appendix H – Phase III Structured Literacy Project Collaborative Agreement

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Once schools accepted the invitation to participate in the SiMR Literacy Project, Literacy Collaborative Agreements (Memorandum of Understanding (MOU)) were prepared for each participating school district for their review and signature(s). In late July, 2016, the Literacy Collaborative Agreements were sent to the six districts representing the four Phase II pilot schools and sixteen of the Phase III public elementary schools. Two additional Literacy Collaborative Agreements were sent to the two participating charter schools. The twenty-two participating schools yielded a total of 1,255 Kindergarten students and 1,272 first-grade students for inclusion in the first full implementation year of the SiMR Literacy Project.

Memorandum of Understanding for Project Schools

The Colorado Department of Education SiMR Phase III Project is committed to working collaboratively with a select set of schools in the implementation of effective and transferable literacy practices that enhance the academic outcomes of all students in grades K-3, with a specific focus on first grade instructional practices. The initial goal of the project is to significantly increase student achievement (outcomes) in the area of literacy in each of the participating schools by providing training, coaching, consultation, resources, and support in the implementation of evidence-based practices. The outcomes from the Pilot Project will be used to identify proven, sustainable, and effective strategies that can be replicated in schools across Colorado as part of a state-wide initiative to increase student outcomes in literacy.

We believe that comprehensive literacy programming that embraces current research and evidence-based practices, considers the best use of time and instructional talent, is implemented with strong instructional leadership, uses assessment data to inform instruction, and addresses each student's learning by name and by need, will result in a significant increase in literacy outcomes for all students, including students with disabilities.

The SiMR Phase III Project will focus on essential elements of comprehensive literacy programming including 1) Universal or first-best instruction; 2) Instructional leadership; 3) Effective literacy intervention; 4) Assessment and data-based decision making, 5) Purposeful professional learning; and 6) Family and community partnerships. The Literacy Evaluation Tool will be used by CDE staff in collaboration with each school's leadership team to broadly evaluate the school's comprehensive literacy program. The information gathered during this initial process will be used by the school team along with CDE to determine the school's

Comprehensive Literacy Plan and the action items for program improvement for the duration of the pilot project.

Technical assistance, including embedded and virtual coaching and professional learning opportunities, will be customized to the specific needs of each participating school. When an intervention is determined appropriate, school staff responsible for implementing the strategy, will be trained. Training to assure strategy implementation with fidelity will be provided by CDE at no cost to the Administrative Unit or school. The site-based embedded coach and the CDE literacy specialists will monitor implementation.

Progress monitoring is essential to determining if the introduction of new instructional strategies and/or interventions is effective. Phase III schools have been chosen, in part, for their participation in the CDE Office of Literacy's *Early Learning Assessment Tool Project (ELAT)* and are expected to maintain assessment and progress monitoring calendars consistent with ELAT recommendations.

The following details the roles and responsibility of the project's partners. CDE agrees to:

- Provide consultation, coaching, and training by persons with expertise in evidence-based strategies, literacy interventions, and assessment practices. Such activities will be scheduled during regularly scheduled planning and training times whenever possible. Some professional learning opportunities may need to occur during instructional and other scheduled non-instructional times. CDE will work collaboratively with each school's leadership in determining the best timing and if deemed necessary, the school's use of substitute teachers.
- Use *The Literacy Evaluation Tool* as a guide for making recommendations for comprehensive literacy programming, which involves school-wide involvement.
- Conduct embedded and virtual coaching, for all team members responsible for implementing a new strategy or intervention. The embedded coach will be scheduled to work at each school site approximately one day each week.
- Analyze the data that has been collected and provide consultation and coaching on data-based decision making.
- Facilitate at least quarterly school-wide meetings to discuss project progress and next steps.
- Provide instructional leadership training and consultation to principals and other instructional leaders on such topics as effective time use, master scheduling, classroom observation of effective practices, data use, and staff development. Some professional learning opportunities will be held off-site with other project school leadership teams.
- Provide resources and/or trainings recommended by CDE that are not available through the district/AU.
- Respect that staffing decisions are ultimately the responsibility of the principal and district personnel.

- Make provisions for all CDE staff working within a given school to become knowledgeable about district policies, procedures, and requirements.
- Comply with all applicable state and federal laws, as well as district policies, regarding the confidential handling and use of student data and all personally identifiable information.
- Conduct video-taping of instruction (classroom, small group) only for the purpose of providing virtual coaching opportunities. Videos will be housed in the virtual coaching platform and will not be transferred to the school, district or other agency. Video-tapes will not be used by CDE or any other party for any purpose outside that stated, and specifically, not as part of any teacher evaluation process.
- Conduct all video-taping at pre-determined and agreed upon times per the teacher and the CDE coach or Literacy Specialist. The initiation of video-taping can only be completed on-site by the teacher.
- Provide any necessary camera equipment necessary for video-taping and will maintain ownership of the equipment.
- Continue to work with each project site through the pilot project's anticipated completion date of May, 2019 barring any unforeseen circumstances affecting the availability of funding.

The participating project sites' leadership and staff agree to:

- Collaborate in an open and honest manner, communicating regularly with assigned CDE representatives.
- Maintain participation in CDE's Early Literacy Assessment Tool (ELAT) project throughout the duration of the project.
- Consult with CDE staff before implementing significant changes in schedule, literacy programming or staffing.
- Commit to implement with fidelity the recommended evidence-based strategies and interventions suggested by the CDE representatives.
- Ensure involvement by the administrators and staff to support the project.
- Inform parents of the project, as appropriate.
- In collaboration with CDE representatives, use The Literacy Evaluation Tool to assess and monitor the effectiveness of the school's comprehensive literacy program.
- Meet quarterly with the CDE team to review the evaluation of the program and determine next steps.
- Collaborate in planning parent involvement in community literacy events.
- Encourage regular collaboration between the general education teachers and the special education staff and other intervention staff as appropriate.

- Conduct timely interim assessment and progress monitoring and allow assigned CDE representative access to student level data for the purposes of instructional planning.
- Collaborate with CDE Staff in collecting data regularly on target interventions and strategies.
- Allow CDE to conduct evaluations of project effectiveness, e.g., review of student DIBELS data, staff surveys, observational data related to implementation fidelity.
- Provide time for professional learning, training, and coaching so to increase teacher literacy knowledge and the effectiveness of instructional practices.
- Provide CDE embedded coach and assigned literacy specialists with access to relevant school and student data, including DIBELS/Amplify data, WIDA Access results, interim assessment results, IEPs, attendance data, results of PARCC assessment, and the district's data storage platforms, e.g. Alpine, Infinite Campus.
- Provide CDE project evaluation team with DIBELS/Amplify data following the close of the BOY, MOY, and EOY assessment windows.
- Assure teacher, leadership team, and principal participation in surveys, e.g., teacher knowledge surveys, staff perception surveys, etc. conducted periodically throughout the duration of the project.
- Allow CDE embedded coach and literacy specialists to gather observational data to determine fidelity of implementation and overall project effectiveness.
- Provide CDE with permission to use video-taping equipment within school buildings for the purpose of providing virtual coaching to teachers and interventionists.
- Assure that there are parental permissions for students to be video-taped within instructional settings for the purpose of providing virtual coaching and instructional feedback to teachers and to make CDE staff aware of instances where parental permission has been denied.
- Allow teachers to use district computers to upload video into the virtual coaching platform, participate in virtual professional learning, and interact with communities of practice outside their school building.
- Provide the school-based CDE embedded coach with workspace, school identification credentials, building access, a district email address, and access codes to data management systems, e.g., Alpine, Amplify, Infinite Campus.

This partnership will be in effect as of the date below. This agreement will be reviewed annually during the anticipated three year project cycle. Any request to terminate participation must be provided in writing.

School Name:	Date of Agreement:
Signatures -	
Name	Title
Name	Title

Appendix I – Literacy Coach Job Description

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Broad Scope of Position:

This position will support clusters of schools that are identified as Statewide Identified Measurable Result (SiMR) Project Schools. The coach will be responsible for implementing specific project objectives as directed by project leaders. Each coach will be assigned to work in a cluster of schools within a geographical area. Occasional travel to the main Colorado Department of Education office in Denver may be required.

Minimum Qualifications:

- Master’s degree from an accredited university in reading, elementary education, special education or related field.
- Two years’ experience as a literacy coach or reading specialist in a public, charter, or private school.
- In-depth understanding of IDEA and the literacy needs of students with disabilities.
- In-depth knowledge of and experience in the implementation of scientifically-based reading instruction.
- Familiarity with a variety of core reading programs, reading assessments, instructional strategies, and organization of reading programs.
- Ability to analyze and interpret instructional and assessment data.
- Ability to manage details, multiple tasks, and rapid implementation of identified strategies for targeted needs.
- Ability and willingness to travel.
- Ability to pass a background check, which includes a motor vehicle records search.

Preferred Qualifications:

- Classroom teaching experience in the primary grades (K-3).
- Three to five years’ experience as a literacy coach or reading specialist in a public, charter, or private school.
- Three years’ experience working directly with students with disabilities as either a special education teacher or a related services provider.
- Experience providing training and professional learning.
- Knowledge of adult learning theory and strategies.
- Familiarity with current legislation related to literacy in Colorado including HB 12-1238 (the READ Act).
- Successful completion of LETRS Training and LETRS TOT (training of trainers).

Major Duties and Responsibilities:

- Work as a member of the Statewide Professional Development Initiatives Team, in collaboration with ESSU literacy specialists, ESSU literacy coaches, Supervisor of Professional Development, and Coordinator of the Statewide Identifiable Measurable Result (SiMR). Collaborate as appropriate and as directed with Office of Literacy coaches and staff.
- Serve as literacy coach in a minimum of five schools identified as a Project Cluster of Schools. Work directly with teachers and building leadership (principal) in implementing systems, strategies, and models for improving literacy instruction by staff, building instructional leadership skills, providing classroom embedded coaching, and improving literacy achievement of students.
- Support project schools in the implementation of effective instruction for students with disabilities, students at-risk of referral for special education, students with significant reading deficiencies, and students at-risk of SRD.
- Participate in the development of professional learning for special and general educators in project schools related to improving literacy instruction and literacy achievement, including: data analysis, selection and administration of assessments, progress monitoring, and research-based reading strategies. Provide in-classroom model lesson demonstrations.
- Participate in ongoing review of project implementation including measures of increased teacher efficacy and increased student achievement.
- Collaborate, as appropriate, with the Office of Literacy related to effective literacy instruction for all students, resulting in improved student achievement, with particular emphasis on students with disabilities.

Hiring Phase III Literacy Coaches

The project literacy specialists created specific job descriptions and interview questions to help guide hiring decisions. Based on work in the initial pilot schools, an emphasis on providing participating schools with seasoned coaches with deep understanding of scientifically-based-reading research and instruction as well as primary and/or special education teaching experience was deemed essential. A total of five additional coaches were hired to provide consultation and embedded coaching to the Phase III and the cluster II pilot schools. Once all new coaches had completed required CDE orientation, the literacy specialists conducted an initial multi-day training for all six project coaches. Coaches were introduced to project goals and expectations, and provided direct training in the Structured Literacy Routine, the first essential instructional component of the project. At the conclusion of training, coaches had a thorough understanding of project expectations and initial steps for working with each of their assigned schools. Coaches left the training with their first assignment which included gathering specific information and data from schools in their assigned cluster.

Appendix J – Structured Literacy Routine Rubric

DRAFT

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	0	1	2	3	4	5	6
Overall Routine		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
		Some Days	All Days-Not All Steps	All Days-Most Steps	All Days-Every Step but timing is not effective	Every Day-Every Step-Well Within Time	Every Day-Steps are adjusted to student needs-nimble in making in-lesson adjustments based on student responses
Overall Teacher Understanding of Language Structures		Teacher does not articulate clipped sounds	Phonemes are clearly pronounced inconsistently	Phonemes are clearly and appropriately pronounced	Phonemes are clearly and appropriately pronounced	Phonemes are clearly and appropriately pronounced	All phonemes are clearly pronounced and used consistently throughout instruction and corrective feedback
		Knowledge of place, manner and voice of speech sounds is not evident during routine		Knowledge of place, manner and voice is occasionally used correctly during error handling			Knowledge of place, manner and voice of speech sounds is used effectively as corrective feedback
Establishing Routine with Students		Not all students are aware of the routine expectations and multiple redirection is needed	Most students are aware of the routine expectations and the need for redirection is infrequent	All students are aware of the routine expectations and are actively participating with efficient cuing or redirection	All students quickly convene and are immediately engaged in the routine	All students quickly convene and are immediately engaged in the routine. Students remain engaged through consistent participation	All students quickly convene and are immediately engaged in the routine and remain engaged through consistent participation. Student responses show evidence of application of new or previous learning
		Multiple-response strategies are implemented but the transition to the write and wipe boards or paper and pencil is not organized or managed efficiently	Multiple-response strategies are implemented and the transition to write and wipe boards or paper and pencil is slow but there is evidence of an organized student routine	Multiple-response strategies are implemented quickly with all students but teacher does not use student feedback to adjust instruction	Multiple-response strategies are efficiently implemented and used effectively to provide some immediate correction	Multiple-response strategies are efficiently implemented and used to provide critical correction	Use of multiple-response strategies are fluid and student feedback is readily processed for immediate error handling and subsequent targeted instruction

	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Teacher Knowledge of Early Reading Development		Use of the scope and sequence is not evident in lesson planning and progression	Word choice in word reading and spelling often violates the progression of skills/concepts in the scope and sequence	Word choice in word reading and spelling does not offer adequate practice of new as well as all other skills that have been introduced from the scope and sequence (word choice does not include more than one pattern or concept)	Word choice in word reading and spelling occasionally violates the progression of skills/concepts in the scope and sequence	Word choice in word reading and spelling consistently aligns with the progression of skills/concepts in the scope and sequence and offers purposeful practice of all sounds/patterns/concepts that have been introduced	Teacher lesson plans, questioning, choice of words, pace and appropriate practice of “old” learning show strong evidence of a thorough knowledge of the scope and sequence
Pacing		Teacher is unaware of end-of-year grade level expectations	Teacher is moving too slowly or too quickly through the scope and sequence with no regard to student understanding or mastery	Pacing is improving however, it is not adequate to assure mastery of grade level skills or meet end-of-year grade level expectations	Pacing is hindered due to teacher’s attention to single student performance rather than the majority of the whole group	Pacing is meeting the needs of the majority of students in attaining grade level expectations	Pacing is meeting the needs of the majority of students in attaining grade level expectations and there is a clear plan for addressing the targeted needs of struggling and accelerated learners

0	1	2	3	4	5	6
	Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert

Lesson Step						
Component: Speech Sounds						
<p>Picture Sound Deck/Sound Deck</p> <p><u>Picture Sound Deck:</u> Letter, Keyword, sound with tracing and rules</p> <p><u>Sound Deck:</u> Sound with tracing and rules</p>	Teacher is focused on card handling (awkward)	Card handling is smoother with less “fumbles”	Card handling is automatic and organized	Cards are strategically organized and handled fluidly	Card rotation is purposeful and handled fluidly (teacher replaces student-error cards in the back of the deck to ensure repetition)	Rapid card handling. Card rotations is strategic and purpose is clearly aligned to student needs
	All introduced sound cards are included	Sound deck routine is clearly evident	Sound deck routine is clearly evident	Sound deck routine is clearly evident and gradual release at times (less teacher voice/ more student voice)	Sound deck routine is clearly evident (driven by student voice)	Sound deck routine is clearly evident (teacher is strategic about when to prompt/scaffold)
	Teacher unsure of key words/relies on card	Teacher knows key word	Teacher knows key word and can remind student of key word when error handling or providing corrective feedback	Teacher knows key word, uses it in error handling/corrective feedback and does not need to refer to the card	Teacher knows key word and uses it seamlessly in all necessary situations. Understands when to extinguish use of the keyword.	Knows all keywords for every phoneme in the deck and has a clear and purposeful protocol for when to extinguish a routine/procedure
	Teacher proficiency with tracing is not fully established	Teacher proficiency with tracing is almost established	Teacher proficiency with tracing is fully established	Proficiency with tracing is fully established and evidence of teacher awareness of students’ tracing accuracy is emerging	Proficiency with tracing is established and evidence of teacher awareness of students’ tracing accuracy is evident	Consistent monitoring, reinstruction and correction of student tracing is used to enhance students’ handwriting skills
	No questioning is present (attention is focused on mechanics of the routine)	Limited questioning is evident	Some questioning is evident	Questioning is more routine and infused throughout the lesson	Questioning is an integral part of the routine	Seamless questioning. Questioning is differentiated (recall vs recognition)
	No error-handling/unsure of individual errors	Some simple error handling with no evidence of addressing individual student needs	Increased error handling that addresses simple phoneme/grapheme errors	Teacher is aware of most responses and handles errors most of the time	Teacher is aware of all responses and handles errors the majority of the time in a consistent manner	Errors are confidently and flawlessly handled without interference of lesson flow
	Use of beginning sound deck and sound deck is evident	A rapid flow between the use of the 2 decks is evident	Teacher is aware of and promotes rapid recall of sounds when using the sound deck	Teacher is aware of and promotes rapid recall of sounds and is aware of student responses	Teacher is aware of student responses and is able to error handle when appropriate	Deck handling is rapid, error correction does not interrupt flow of the routine; knowledge of student errors informs small-group work

	0	1	2	3	4	5	6
Sounds to Dictate		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
		Transition to Sounds to Dictate is awkward and lacks efficiency	Transition to Sounds to Dictate is improving but still lacks efficiency	Transition to Sounds to Dictate occurs in less than 30 seconds	Transition to Sounds to Dictate is smooth and requires less than 15 seconds	Transition to Sounds to Dictate is smooth and happens almost immediately following the Sound Deck(s) routine	Seamless transition to Sounds to Dictate happens immediately with no loss of instructional time
		Sounds are randomly chosen with no connection to student need	Choice of dictated sounds is evident with little connection to student need	Some evidence of formative assessment is occurring when choosing sounds to dictate	Sounds are inconsistently chosen based on teacher's formative assessment of student mastery/errors noted within the last week	Sounds are usually chosen based on teacher's formative assessment of student mastery/errors noted within the last week plus sounds that are problematic	Clear evidence that the choice of sounds is directly connected to student need and the concept of frequent distributed practice
	There is no evidence of a consistent routine for this lesson component	Teacher implements this portion of the routine from a single stationary location and is unaware of student errors and need for repetition or clarification	Routine is evident but not well-implemented, requires too much redirection of student actions, constant reminders or a lack of reminders when students are not following the routine expectations	Routine is clearly evident (Students handle materials automatically, teacher monitors that students repeat dictated sound before writing)	Routine is well-established (students automatically know what to do). Teacher clearly monitors students' repetition of dictated sound for accuracy and uses concepts related to place, manner and voice effectively. Teacher moves throughout the classroom with the intent of checking for understanding and accuracy	Routine is clearly evident (Students handle materials automatically, teacher monitors that students repeat dictated sound before writing) Teacher effectively moves throughout the classroom checking for accuracy, providing appropriate error correction within the whole group and noting inaccuracies that will require additional targeted instruction.	

	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Component: Decoding							
Word Building and Words to Read	Routine is not established and teacher is unprepared (no planning and materials are not organized and accessible	Materials are organized and accessible, however, the routine is not fully established and planning is inconsistent with too few words (5 or less) for practice.	Word building/reading routine is not fully established in a way that allows for efficient use of instructional time and maximizes opportunities for practice	Word building/reading routine is established but requires too much teacher redirection and the pace is too slow resulting in fewer opportunities for practice	Teacher is appropriately increasing the complexity of words at a pace that is appropriate for mastery and optimal opportunities for practice for all students	Word building/reading is well-planned. Materials are set up in advance enabling the teacher to quickly engage students and rapidly shift sound cards to create new words	
	Word choices are not aligned to scope and sequence or well thought out when chaining or doing minimal pairs	Word choices are not consistently aligned to the scope and sequence and the pacing limits students' opportunity for practice	Word choice is mostly aligned to the scope and sequence	Word choice is mostly aligned to the scope and sequence and appropriately varied to include less-recently introduced concepts	Word choice is consistently aligned to the scope and sequence and varied to include a range of previously introduced concepts	Word choice is appropriate for the whole group and teacher effectively uses linguistic and structural analysis knowledge to error correct, question and reinforce essential concepts	
	Teacher is not aware of which students are responding and is not reinforcing the expectation of whole-group choral response	In an effort to determine individual student understanding within the whole group the teacher resorts to calling on individual students and does not consistently require whole-group choral responses	Teacher establishes routines to ensure some students get adequate practice	Teacher establishes routines to ensure most students get adequate practice with some corrective feedback	Teacher establishes routines to ensure all students get adequate practice with consistent corrective feedback	Teacher is able to effectively differentiate student understanding despite choral response (there is an awareness of individual student errors and a plan in place to provide corrective feedback or additional targeted small-group instruction)	
	Teacher does not use any effective instructional strategies to guide students' decoding (blending, word reading)	Teacher tends to read words to students or with them in a way that diminishes students' decoding efforts and results in an over reliance on mimicking the teacher	Teacher is inattentive to student responses or errors and is mostly concerned about finishing this portion of the lesson and reading all words	Teacher is beginning to use appropriate cuing and blending techniques to guide students in reading whole words (teacher voice is minimized so that students are reading independently)	Teacher is using appropriate cuing and blending techniques to guide students in reading whole words	Teacher carefully differentiates between instructional strategies and uses appropriate questions to ensure active student engagement in applying knowledge of the code to read	

Extension Activities						increasingly complex words Teacher knows when to deviate from the planned lesson to reinforce or reteach midstream
	There are no extension activities	Attempts at extensions appear random, not purposefully planned and poorly paced	Attempts at extensions appear random, not purposefully planned but do not significantly interfere with the overall flow of the lesson	Teacher occasionally includes extensions but not as a consistent practice. Pacing does not interfere with the overall flow of the lesson	Teacher consistently incorporates extension activities that include elements of phonological awareness, word meaning/vocabulary. Activities are well-paced	Teacher plans and executes extensions activities that are purposefully matched to student needs and are varied in content and format

	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Component: Handwriting							
Handwriting Practice (This is not done during the Structured Literacy Routine)		There is no plan for incorporating handwriting instruction and practice outside the Structured Literacy Routine	Teacher is aware that students' handwriting includes poorly-formed letters and offers incidental corrections to individual students but has not addressed the whole-group need for explicit handwriting instruction	Handwriting instruction appears random with limited reinforcement throughout the day as students use writing in other content areas	There is evidence of handwriting instruction but may <i>not</i> be daily, incorporate the use of wall cards and starting dots or be as systematic as needed	Wall cards are posted and are referred to by the teacher throughout the day. There is consistent and intentional handwriting instruction incorporated into daily schedules	Wall cards are posted and are referred to by the teacher throughout the day. There is consistent and intentional handwriting instruction incorporated into daily schedules. Teacher effectively uses a range of strategies including tracing, air-writing and modeling when handling handwriting errors

	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Component: Encoding							
Words to Spell		Routine is not established and teacher is unprepared (no planning and materials are not organized and accessible	Routine is not fully established. Some planning is evident and materials are organized and accessible	Words to Spell routine is not fully established (not daily) in a way that allows for efficient use of instructional time and maximizes opportunities for practice	Words to Spell routine is established but requires too much teacher redirection and the pace is too slow/fast resulting in fewer opportunities for practice	Teacher is appropriately increasing the complexity of words to spell at a pace that is appropriate for mastery and optimal opportunities for practice for all students	Words to Spell routine is well-planned. Materials are set up in advance enabling the teacher to quickly engage students and rapidly shift sound cards to create new words
		Word choices are not aligned to scope and sequence or well thought out.	Word choices are not consistently aligned to the scope and sequence and the pacing limits students' opportunity for practice	Word choice is mostly aligned to the scope and sequence	Word choice is mostly aligned to the scope and sequence and appropriately varied to include less-recently introduced concepts	Word choice is consistently aligned to the scope and sequence and varied to include a range of previously introduced concepts	Word choice is appropriate for the whole group and teacher effectively uses linguistic and structural analysis knowledge to error correct, question and reinforce essential concepts
		Teacher is not monitoring student responses	Teacher is monitoring students who are in close proximity but not the entire group	Teacher is moving throughout the classroom in an attempt to monitor all student responses but error correction is minimal	Teacher is moving throughout the classroom monitoring all student responses and is error-handling with individual students which slows the pace of the routine	Teacher is moving throughout the classroom monitoring all student responses and recognizes which errors need to be addressed in a whole class environment and efficiently handles individual errors in a way that does not interfere with the pace of the routine	Teacher effectively uses questioning, referencing previously taught concepts and rules, to guide students in their own error correction.
		Dictation results are not used to inform pace or content of ongoing instruction	Teachers plan and rely on multiple-day lesson plans with no evidence of adjustment based on student errors and need	Teachers occasionally adjust pace or lesson content based on some student errors	Teacher uses an awareness of dictation errors to plan subsequent lessons.	Teacher uses awareness of dictation errors (during the dictation portion of the lesson or in reviewing the dictation journals) to intentionally plan for	Teacher uses awareness of dictation errors (during the dictation portion of the lesson or in reviewing the dictation journals) to intentionally plan for re-teaching, review

					re-teaching, review or reinforcement of concepts during future lessons	or reinforcement of concepts during future lessons. Teacher immediately and effectively adjusts dictation word choices based on student errors during the actual lesson to provide intentional feedback and practice
Phrases and Sentences	Phrases and sentences are not included in dictation	Phrases and sentences are inconsistently included in dictation. Phrases and sentences include skills that have not been directly and explicitly introduced and align with the scope and sequence	Phrases and sentences are inconsistently included in dictation. Phrases and sentences are not chosen to offer maximum practice of skills lacking mastery	Phrases and sentences are consistently included in the dictation component of the lesson. Phrase and sentence choice is not always representative of learned concepts and patterns. Teacher does not offer effective immediate feedback (teacher is offering answers/corrections rather than questioning in a manner that leads to students' discovery and correction of their own errors)	Phrases and or sentences are consistently included in the dictation component. Phrases and sentences are carefully chosen to include intentional practice of learned concepts and patterns. Teacher incorporates instruction in basic conventions of print (capitalization and punctuation). Teacher offers immediate corrective feedback or questioning that leads to students correcting their work	Phrases and or sentences are consistently included in the dictation component. Phrases and sentences are carefully chosen to include intentional practice of learned concepts, patterns, learned words and concepts of print. Teacher incorporates instruction in basic conventions of print (capitalization and punctuation). Teacher uses questioning that enhances students' self-awareness of errors

	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Component: New Learning							
Introduce New Phonogram		Teacher is unaware of the scope and sequence for introducing new phonograms. New learning procedure is not used	Teacher has a beginning awareness of scope and sequence but lacks an awareness of appropriate pacing. New learning component is included in the overall Structured Literacy Routine but new learning procedure is not fully apparent	Teacher has a solid awareness of the scope and sequence but previous lessons and instruction have not been appropriately planned and implemented to create student readiness for introduction of new phonograms. New learning procedure is not consistently planned and implemented when a new phonogram is introduced	Can articulate a clear scope and sequence of sounds and introduces new phonemes in a logical progression. Has a beginning understanding of when to move forward and when to slow down. Teacher considers student readiness (degree of student mastery of pre-requisite skills) when anticipating the introduction of a new phonogram. New learning procedure is used but choice of words to read and words to spell (mini-lesson procedure) are not always the best examples for teaching the phonogram	New phonogram introduction follows a scope and sequence and incorporates previously-taught phonemes along with new phoneme in a fluid manner attending to students' needs. New learning procedure is in place	New learning procedure is efficiently in place and demonstrates intentional planning and incorporates multiple opportunities for students to practice using the new phonogram
Introduce New Rule/Concept		New concept is taught prior to prerequisite skill mastery. New learning procedure is not used	New concepts are taught in a clear progression with little attention to ensuring the majority of students have a solid understanding of previously-taught skills. New learning component is included in the overall Structured Literacy Routine but new learning procedure is not fully apparent	New concepts are taught in a clear progression with some attention to ensuring the majority of students have a solid understanding of previously-taught skills. New learning procedure is not consistently planned and implemented when a new rule/concept is introduced	Can articulate a clear scope and sequence of sounds and introduces new concepts in a logical progression. Has a beginning understanding of when to move forward and when to slow down. Teacher considers student readiness (degree of student mastery of pre-requisite skills) when anticipating the	New concepts taught follow a scope and sequence and the teacher seamlessly includes previously-taught concepts in addition to new concept. Strong attention is given to ensuring skills are taught in a manner that ensures adequate understanding of prerequisite skills prior to introduction	Teacher demonstrates the ability to add, delete, adjust the new learning procedure on the spot to ensure adequate instruction and practice of the new concept. New learning procedure is efficiently in place and demonstrates intentional planning and incorporates multiple opportunities for students to practice

				introduction of a new rule/concept. New learning procedure is used but choice of words to read and words to spell (mini-lesson procedure) are not always the best examples for teaching the rule/concept	of new concept. New learning procedure is in place	using the new phonogram.
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	0	1	2	3	4	5	6
		Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Component: Learned Words New learning procedure is in place							
Learned Words Review		Teacher does not include any review of learned words during the lesson	Teacher randomly includes review of learned words without considering which words need further practice	Teacher does not include this component daily	Teacher includes this component daily but choice of learned words appears random and not aligned to student need	Teacher includes this component daily-rotates choice of learned words for review based on formative assessment throughout the day	Teacher includes this component daily and considers student need for practice when including learned words in dictated phrases and sentences choice when
Learned Words (New)		Teacher does not include teaching new learned words in the lesson. Instructional procedure for teaching new learned words is not used	Teacher occasionally includes teaching new learned words in the lesson but the instructional procedure is not evident	Teacher attempts the procedure but uses ineffective strategies	Teacher introduces at least 1 new learned word per week using the procedure accurately	Teacher introduces 1-3 new learned words per week using the procedure accurately	Teacher introduces 1-3 new learned words per week using the procedure accurately and efficiently
Component: Reading Connected Text							
Reading Connected Text							

Teacher Implementation Rubric Score:

Component	Date: Nov. 2016		Date: Feb. 2016		Date: Apr. 2016		Broad Score Categories
	Total Points	Percentage	Total Points	Percentage	Total Points	Percentage	
Overall Routine	/6		/6		/6		Beginning Novice: 32 Novice: 64 Advanced Novice: 96 Partially Proficient: 128 Proficient: 160 Expert: 192
Overall Teacher Understanding of Language Structures	/12		/12		/12		
Establishing Routine	/12		/12		/12		
Teacher Knowledge of Early Reading Development	/6		/6		/6		
Pacing	/6		/6		/6		
Component: Speech Sounds/Sound Deck	/42		/42		/42		
Component: Speech Sounds/Sounds to Dictate	/18		/18		/18		
Component: Decoding	/30		/30		/30		
Component: Handwriting	/6		/6		/6		
Component: Encoding	/30		/30		/30		
Component: New Learning	/12		/12		/12		
Component: Learned Words	/12		/12		/12		
Component: Reading Connected Text							
Totals	/192		/192		/192		

Appendix K – Professional Learning with School Educators

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District Name	Date for Professional Learning of the Structured Literacy Routine
Pinnacle	Aug 15 th & 16 th and Sept 26 th
Englewood	Sept 8 th & 9 th
Pueblo D70	Sept 15 th & 16 th
Colorado Springs D11	Sept 19 th & 22 nd
Jeffco	Sept 21 st & 22 nd
Elizabeth	October 25 th & 26 th

Sample Agenda for September 19 & 20, 2016 SiMR Literacy Project / Colorado Springs/District 11

Monday, September 19th 9:00am

- Introductions
- Overview of the Project
- Teacher Knowledge Survey
- The Reading Road and the Progression of Reading Development

BREAK

- Phonological Awareness
- English is a morphophonemic language
- Phonology of the English Language
- Completing the Grid

LUNCH

- Completing the Circle
- English Orthography - Symbols and Patterns
- “Borrowers”
- The Routine/ Demonstration

BREAK

- Lesson Plan format
- Lesson Plan components: SPEECH SOUNDS
- Sound decks
- Sound dictation
- Review of Today/Setting the Stage for Tomorrow
- Questions/ Comments

Tuesday, September 20th 9:00am

- Warm Up practice w/ Sound deck
- Continue Lesson Plan Components: SPEECH SOUNDS (if more is needed)
- Lesson Plan Components: DECODING/WORD WORK

BREAK

- What kinds of words? CVC, closed syllable
- English word building – Syllables
- Strategies for word building and word reading practice extensions to link to other components of reading, e.g., fluency, vocabulary
- Lesson Components: ENCODING and Beyond

LUNCH

- Practice, choosing words from your available sounds (deck), rules, patterns (syllables)
- Lesson Component: LEARNED WORDS
- Lesson Component: NEW LEARNING – new phonogram, rule/pattern, learned words
- Lesson Component: CONNECTED TEXT- decodable, coordinate w/ phonics routine

BREAK

- Practice with preplanned Lesson
- Scope and Sequence
- Crosswalk with Core reading program
- Whole Group versus small group instruction
- Lesson Planning/ Building a Lesson

All CDE coaches began working in their assigned schools by mid-September 2016. Their initial involvement with each school was focused on building relationships with school leadership and staff. They gathered and reviewed information related to staff, instructional and assessment scheduling, PLC/data dialog routines, RtI/MTSS structures, and any available school literacy data.

Appendix L – Capacity Building for Literacy Coaches

The following are examples of agendas of professional learning:

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SiMR literacy coaches: Here are some important details –

- The training will be held **August 31 – Sept 1** at the Education Service Center, 4700 S. Yosemite St., Greenwood Village 80111 (Room 247).
- Training will begin at 8:30 am and will end at approximately 4:00 pm.
- Unfortunately, we are unable to provide lunch since this is an internal CDE meeting. Our plan for the first day of training will be to either go out to lunch together or order food to be delivered.
- We will need all 6 literacy coaches to attend days 1 and 2 of the training (Tuesday and Wednesday).
- On day 3, Thursday **September 2nd**, we will only need Phase III literacy coaches to attend.
- No need to bring anything other than paper and pens for note-taking.

Here is a brief outline of the topics to be covered during our training together:

Day 1

- CDE Policies and Procedures
- Information every CDE employee needs to know
- Getting started in your schools
- Important dates to add to your calendar

Day 2

- Overview of the SiMR Literacy Project
- The Literacy Evaluation Tool
- The Role of the Embedded Coach
- Communication
- Coaching Resource Kits

Day 3

- Structured Literacy Routine

Monthly Coach Meetings: Starting in October, 2016 the project literacy specialists initiated monthly meetings with project embedded coaches. The purpose in conducting these meetings was to provide time for group collaboration, project coordination, and professional learning. The broad topics covered at the October, November, and December, 2016 meetings are listed below:

October 13 & 15, 2016:

- Discussion of project budget and school resource order procedures
- Completion of monthly coaches' report forms
- Explanation, calibration, and due dates for Literacy Evaluation Tool (LET)
- Collection of "First Assignment" materials
 - To Gather from each of your schools
 - 2016-2017 School Calendar (clearly showing early release, PD days for that specific school)
 - Master Daily schedule for each school
 - Assessment schedule for year (DIBELS windows for BOY, MOY and EOY)
 - Full complete names, job title and email addresses for:
 - Kindergarten teachers, 1st grade teachers
 - Interventionists that work with primary students
 - SpEd teachers that work with primary students,
 - EL teachers that work with primary students
 - Paras that work with primary students, All others (tutors, etc.) that work with primary students, PLC/Data Dialog/team meeting schedule
 - Additional information
 - Does each school have a data room/wall? Y/N
 - If there is no hard copy of the assessment schedule for the year, is the school following recommended practices for the administration of DIBELS for the ELAT project?
 - In addition to any core program being used what other literacy resources are you aware of that are being used (i.e. Foundations, Wilson, SIPPS, etc.)?
 - Does the school have a MTSS/RtI process? What does it look like?
 - Has the principal designated a building leadership team? If so, who is on the leadership team, how often do they meet, what is their role?
- Review revisions to the *Primary Structured Literacy Scope and Sequence*

November 21-22, 2016-All Coaches

- Meeting with SSIP Coordinator (November 21st)
- Professional Learning: Amplify training with the Office of Literacy
- Continued review of revised Primary Structured Literacy Scope and Sequence
- Explanation and due dates for the Structured Literacy Implementation Rubric
- Review of progress in each participating school
- Collection of Literacy Evaluation Tools (LET-short and long forms)

December 27-28, 2016-All Coaches

- Calibration in the use of the Structured Literacy Implementation Rubric
- Scoring format for the Structured Literacy Implementation Rubric
- Finalizing principal observation forms for use during second semester



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All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals
Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Fall Progress Meeting – Structured Literacy Project				
Date:	11/21/16	Time:	9:00 – 3:00	Location:	1560 Broadway Aspen A & B
Meeting Lead:	Wendy Sawtell				
Meeting Participants: <i>(Who most needs to attend?)</i>	All CDE Phase III literacy specialists and coaches.				
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Review project progress. Discuss strengths and develop action plans for next steps.				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
9:00	Greetings, review meeting agenda & outcomes, review SSIP, Framework for Improvement Strategies	
9:30	Discuss strengths / challenges of the project	
10:30	Break	
10:45	Review Stages of Concern Data (SoC) (CBAM)	
12:00	On-your-own Lunch Break	
12:30	Identifying Actions to Support Change	
12:45	Pulling it all Together (Strengths, Challenges, SoC Data, and Actions to Support Change)	
2:00	Break	
2:15	Decision Points & Next Steps Discussion Introduction to Levels of Use (CBAM Video) Preview of Innovation Configuration (CBAM)	
2:55	Wrap up and Final Thoughts	

Appendix M – Planning for Phase III Implementation (2016-2017)

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Planning for Phase III implementation began in March of 2016 as the project literacy specialists prepared a detailed budget request. Planning included identifying further training needs for pilot schools and itemizing teacher, principal, and leadership team training throughout the 2016-2017 school year for the newly identified Phase III schools. Planning and budget requests for embedded coaching and instructional materials was also completed. The budget request also included a specific plan with itemized costs for a two-week summer school. In April of 2016 the proposed budget request for all anticipated training, resource materials, coaching, summer school, and other related SiMR Literacy Project expenses was approved.

In early June, immediately following the completion of the 2015-2016 school year, the project literacy specialists began detailed planning for project implementation during the 2016 – 2017 school year. The planning included building a projected year-long calendar of potential project events and activities. The initial priority was to prepare the training materials and agendas for training Kindergarten, first-grade, special education and intervention teachers in the evidence-based Structured Literacy Routine which was to be implemented in the Fall of 2016.



In preparation for teacher training in Structured Literacy, the project literacy specialists created a basic Kindergarten and first-grade literacy skills scope and sequence (Appendix N). The project literacy specialists carefully considered what core instructional materials were in use in each of the project schools. Ten of the twenty-two schools (4 pilot schools and 6 Phase III schools) currently use McGraw-Hill Wonders as their core literacy resource. One charter school identified Open Court Imagine It as their core literacy resource. The remaining eleven project schools do not have a core literacy/reading resource. To meet the needs of the 10 schools using Wonders, the literacy specialists developed a crosswalk document that included adjustments to the Primary Structured Literacy Scope and Sequence to better match the overall scope and sequence of Wonders (Appendix O).

During late summer planning sessions the project literacy specialists finalized a Structured Literacy Routine to be implemented in all Kindergarten and first-grade classrooms. A specific lesson planning template was developed to initially be used during training and subsequently used by teachers to plan daily lessons (Appendix P).

The literacy specialists also used summer planning time to research virtual coaching platforms, create training materials, and plan summer school.

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Kindergarten								
Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar
a t b l	Card #1 (1) Card #57 (1) Card #9 (1) Card #35 (1)	Closed Syllable Structure (vowel is always short-one vowel closed in by at least one consonant)		at bat tab lab				
f h p s	Card #25 (1) Card #27 (1) Card #50 (1) Card #54 (1)			fat hat pat sat lap tap sap			<u>With Blends and Plurals:</u> flat flab slap pats hats bats taps	
u m r c	Card #61 (1) Card #37 (1) Card #53 (1) Card #10 (1)			cup pup tub mat rat hut map mat hum cab	cat cap bum sum rub rut cut rum	<u>With Blends and Plurals:</u> clap(s) brat(s) clam(s) crab(s) plum(s) spam cup(s)		
g i n d	Card #26 (1) Card #28 (1) Card #38 (1) Card #13 (1)			hag bit bad can hit dug sit did gum bug pit bid and dig hid gig	big bin sad ban bag sin lad pig mug pin had rip dig fun gun hug	rug lid pad hip run rid pan dip man bid mad pun sun fig tan fan	<u>With Blends and Plurals:</u> sand band hand gland snap snip slug drip(s)	

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar	
o j v w	Card #41 (1) Card #32 (1) Card #64 (1) Card #65 (1)	No English word ends in j No English word ends in v- always followed by an e at the end		got jab wit hot job jot not jog log rot	cot rod cog pot lot wig dot vat bog	jot van wag nod dog pod win sod hug	<u>With Blends and Plurals:</u> mops tops stop blog drag drop smog		
e x k y z qu	Card #15 (1) Card #70 (1) Card #33 (1) Card # 71 (1) Card #72 (1) Card #52 (1)	q and u are always together because they are best friends-no English word ends in q		See Appendix I-All words except those with digraphs					
ch sh th wh	Card #11 (1) Card #55 (1) Card #59 (1 and 2) Card #67 (1)			See Appendix I-cvc word lists including digraphs					
-ck=/k/	Card #12 (1)	-ck rule (/k/ spelling that occurs in a short word (one syllable word) after a short vowel		back deck lick pack neck sick luck mock	sack lock pick tack sock tick dock tuck	lack rack rock buck duck lock suck pick	peck kick neck quack quick thick chick shock	<u>With Blends:</u> black stuck track snack truck click crack pluck brick click trick slick smack struck crock flock stick fleck clock stack slack smock stock flick	

Phonology	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
	Card #25 (1 sp /f/) Card #35 (1-sp /l/) Card #54 (1-sp /s/)	Floss Rule-When the sound, /f/, /l/ and /s/ is heard at the end of a short word the final consonant is doubled		cuff hill pass less puff hall bass pill mass hull bell bill fell tall kill fill sell call dull quill tell ball dill yell miss mess sill kiss fuss moss gull will	<u>With Blends/Digraphs:</u> fluff cliff small chess stuff stiff chill bless floss press gruff grill cross spell drill bluff stall shell still cliff skull smell skill gloss thrill glass dress spill	
	Card # 73	Silent e syllable structure (VCe) First vowel usually has the long vowel sound and the final e is always silent		See Appendix 3-Alphabetical CVCe words by vowel	See Appendix 3-Alphabetical CVCe words by vowel	give have love prove glove move some
			*Inflectional Suffix (-s)	<u>With Nouns</u> cats hats sets rocks puffs bats laps cups racks cuffs pots mats caps locks maps rats packs socks pits tips sacks ticks pets vats ducks docks vets tops chicks licks pups nets quacks backs	<u>With Nouns</u> crops steps strips trips cliffs bluffs <u>With Verbs</u> flips flops slips stops trips drops skips fluff	
Voiced s = /z/ (dogs)	Card # 54 (2)			<u>Common Words</u> is has as <u>Plurals</u> tubs bugs legs labs robs pegs jugs logs lads tags hogs pads dogs pigs bibs rugs beds pans	<u>With Nouns:</u> clans sheds sleds pens hems <u>With Verbs:</u> brags scrubs rubs <u>Silent e</u> nose rose close prose hose rise wise	

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar																														
	Card #18 (1, 2 and 3)		*Inflectional Suffix (-ed)	<table border="0"> <tr> <td><u>/ed/</u></td> <td><u>/t/</u></td> <td><u>/d/</u></td> </tr> <tr> <td>landed</td> <td>jumped</td> <td>filled</td> </tr> <tr> <td>hunted</td> <td>missed</td> <td>paved</td> </tr> <tr> <td>rented</td> <td>puffed</td> <td>waved</td> </tr> <tr> <td></td> <td>wished</td> <td>saved</td> </tr> <tr> <td></td> <td>bossed</td> <td></td> </tr> </table>	<u>/ed/</u>	<u>/t/</u>	<u>/d/</u>	landed	jumped	filled	hunted	missed	paved	rented	puffed	waved		wished	saved		bossed		<table border="0"> <tr> <td><u>/ed/</u></td> <td><u>/t/</u></td> <td><u>/d/</u></td> </tr> <tr> <td>planted</td> <td>slumped</td> <td>spilled</td> </tr> <tr> <td>glided</td> <td></td> <td>climbed</td> </tr> <tr> <td>stranded</td> <td></td> <td></td> </tr> </table>	<u>/ed/</u>	<u>/t/</u>	<u>/d/</u>	planted	slumped	spilled	glided		climbed	stranded			
<u>/ed/</u>	<u>/t/</u>	<u>/d/</u>																																		
landed	jumped	filled																																		
hunted	missed	paved																																		
rented	puffed	waved																																		
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planted	slumped	spilled																																		
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stranded																																				

Expectations at the end of Kindergarten

- Letter recognition for all 26 letters: both upper and lowercase
- All 26 lowercase phonograms/sound cards are mastered (letter name, key word and sound)
- -ck as a spelling principle has been taught and practiced: most kindergarten students have mastered
- Silent e syllable pattern has been introduced and practiced: some kindergarten students have mastered
- 4 digraphs (ch, sh, th, and wh) have been introduced and practiced: some kindergarten students have mastered
- Floss rule has been introduced and practiced (f, l, s): some kindergarten students have mastered
- -s represents a plural (more than one)/plural s has two sounds (only shown with cvc words)

*Optional expectations at the end of Kindergarten

- -ed is taught as a consistent spelling pattern for past tense
- All sounds for -ed are taught (/ed/, /d/ and /t/)
- -s represents a plural (more than one)/plural s has two sounds (only shown with cvc words)

Extensions

- Kindergarten students can be exposed to two-syllable words that are comprised of two closed syllables (e.g. napkin, catnip, kitten, backpack)
- Kindergarten students can be exposed to two-syllable words that are comprised of one closed syllable and one silent e syllable (e.g. reptile, compete)

First Grade

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/phonics principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
Review all 30 phonogram cards in the picture sound deck (A-Z and 4 digraphs)	Card #'s: 1, 9, 10, 11, 13, 15, 25, 26, 27, 28, 32, 33, 35, 37, 38, 41, 50, 52, 53, 54, 55, 57, 59, 61, 64, 65, 67, 70, 71 and 72			See Appendix 1 for word lists		
			Review inflectional suffix –s (unvoiced /s/) as a plural	cats hips bats hops tops cops pups pops bets cups bits lips sips rips	skips slaps slips stops shops chops chips ships shots chaps strips	
Review voiced s=/z/	Card # 54 (2)		Review inflectional suffix –s (voiced /z/) as a plural	tubs bugs legs ribs labs robs pegs jugs logs lads tags hogs pads dogs pigs bibs rugs beds pans	<u>With Nouns:</u> clans sheds sleds slugs thugs plugs cribs crabs	<u>With Verbs:</u> brags scrubs rubs grabs
Review –ck=/k/	Card #12 (1)	Reteach –ck rule(/k/ spelling that occurs in a short word (one syllable word) after a short vowel (back, tuck, lick, deck, rock)		back sack lack peck deck lock rack kick lick pick rock neck pack tack buck quack neck sock duck quick sick tick lock thick luck dock suck chick mock tuck pick shock	<u>With Blends:</u> black stuck track snack truck click crack pluck brick click trick slick smack struck crock flock stick fleck clock stack slack smock stock flick	
		Reteach closed syllable structure and teach the syllable label (closed syllable)		See Appendix 1 word lists	<u>With Blends:</u> clan brand strand	<u>With -s</u> cans pans pits

Phonograms	coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar	
	Card #25 (1-sp /f/) Card #35 (1-sp /l/) Card #54 (1-sp /s/)	Reteach Floss Rule -when the sound /f/,/l/ and /s/ is heard at the end of a short word, the final consonant is doubled		cuff hill pass less puff hall bass pill mass hull bell bill fell tall kill fill sell call dull quill tell ball dill yell miss mess sill kiss fuss moss gull will	With Blends/Digraphs: fluff cliff small chess stuff stiff chill bless floss press gruff grill cross spell drill bluff stall shell still cliff skull smell skill gloss thrill glass dress spill		
		Reteach silent e syllable and teach the syllable label (silent e) Additionally teach that y says long i in this pattern	Reteach inflectional ending –s (voiced and unvoiced) with nouns and verbs to denote subject/verb agreement	bake wake hike fade cake home lame lake make cute maze tide late save name joke rate cave tame vote rake pave same pine hope cube cave kite rope wipe cove bike chase shake shave type	Plural Nouns/Verbs Blends: cakes flame homes frame plates plane waves crate saves spine grades quote trades stove skates tribe states crave bribes strive	<ul style="list-style-type: none"> -s represents more than one with nouns -s is used to ensure subject/verb agreement (verb must be consistent with subject) 	
	Card #18 (1, 2 and 3)		Teach or reteach inflectional ending –ed	<u>/ed/</u> <u>/t/</u> <u>/d/</u> landed jumped filled hunted missed paved rented puffed waved wished saved bossed	<u>/ed/</u> <u>/t/</u> <u>/d/</u> planted slumped spilled glided climbed stranded		
c, g	Card #10 (2) Card #26 (2)	Initially, teach in silent e syllables c has a soft sound /s/ when followed by i, e or y (99% consistent with English words) g has a soft sound /j/ when followed by i, e or y (85% consistent with English words)		<u>c = /s/</u> face pace mice ice dice nice lace ace race <u>Basic c = /s/</u> cent cell	<u>g = /j/</u> page cage rage wage age huge sage <u>Basic g = /j/</u> gem gist	With Blends: place grace space trace slice spice price brace glance lance stage prince twice	

Phonology	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar	
-dge, -tch	Card #14 (1) Card #58 (1)	-tch says /ch/ at the end of a short word (one syllable) following a short vowel -dge says /j/ at the end of a short word (one syllable) following a short vowel		catch match patch witch pitch ditch itch etch fetch hatch	fudge judge badge dodge nudge ridge lodge ledge edge hedge	With Blends: smudge clutch bridge stitch sludge switch fridge stretch pledge scratch grudge sketch drudge blotch dredge snatch sledge twitch trudge glitch	There are only 4 common exceptions: -such -much -rich -which
-ng (ang, ing, ong, ung)	Card #39 (1)			sang hang bang rang gang fang pang	sing king wing thing ring song long tong rung sung hung lung rung	With Blends: clang sling spring slang cling sprang fling strong sling bring sting swing string prong stung flung sprung	
			Teach the doubling rule when adding -ed to simple cvc words	rubbed hugged rigged hopped whipped dipped pitted potted sipped	chopped hemmed hummed chipped rotted jogged wagged fitted batted	With Blends gripped clapped slapped dripped grabbed dropped snipped flagged stepped dragged stopped flipped snubbed skipped slipped shipped shopped clipped clubbed stripped	

Phonology	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
	Card #39 (common suffix)		Inflectional ending -ing		jumping camping singing banging hanging bumping	
			Teach the doubling rule when adding -ing to simple cvc words	running jogging dipping ripping hopping cutting wagging getting batting mopping fitting humming rapping shedding chopping thinning chipping whipping	<u>With Blends:</u> clapping clipping blogging drumming grabbing flagging dripping snapping flipping dropping dragging cramming slipping sledding trimming	
kn, wr	Card #34 (1) Card#69 (1)	kn and wr occur at the beginning of the word		knife write knot wring knob wrist knock wrong knack wreck wrap wren	<u>With Endings:</u> wrapping wrenched knotted knotting knocked wrapped knocking wringing wrecked wrecking	

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
		Introduce two-syllable words that are comprised of two closed syllables		contest magnet muffin bandit napkin chicken upset padlock puppet tablet sunset mascot helmet budget zigzag happen publish kitten rotten invent goblet basket goblet gossip riblet dentist admit comment wagon habit hidden punish velvet batman pencil mustang		
			Introduce prefixes un- and mis- Using the prefix as the first closed syllable in the two-syllable words	mishap misfit misprint unlike unlace misplace undid unwilling undress unjust misled misfit unpack undo misspell unwise misname misjudge unfit uncut uncross unpick unzip unlock unstuck unstick unstack untuck unmake unwrap unsung unrest unroll unlatch mismatch misspent misquote misuse misspell mistrust misspoke misfire misread misrule mistime		

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus		Notes/Exceptions/Grammar
		Introduce two-syllable words that are comprised of closed and silent e syllables		inside escape compose excite dispose sunrise reptile encode combine pancake dispute cupcake misshape sunshine dislike ignite misfile excuse update confuse athlete tadpole	ignore invite invade engage compute advise consume bathrobe enquire immune compile dictate Neptune confide diffuse confine compete expose exile commute impose describe	convene accuse subside empire assume refuge advice costume inmate cellmate mandate insane untame inhale exhale mistake intake lampshade decade blockade unlace midsize	<u>With Blends:</u> stampede complete explore translate extreme concrete disgrace enclose include intrude explode trombone classmate inflate disclose exclude windpipe consent	subscribe transcribe inflamm upscale landscape handshake embrace	
			Introduce prefixes un- and mis- with silent e syllables Using the prefix as the first closed syllable in the two-syllable words				misplace uncrate misfire misname misspoke mistake unmade unsafe unwise	miswrite unmade misfile unsaved unripe unpile untame misquote	unlove misprove
Long e Long i Long o y as long i	Card #15 (2) Card #28 (2) Card #48 (2) Card #71 (3)	Teach open syllable structure and teach the syllable label		we he be	so hi	my try spy			

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar
Long a Long u	Card #1 (2) Card #61 (2 and 3)	Teach open syllable structure as used in common two-syllable words		music moment omit behave tulip minus refine beside recess digest erase delete David focus refuse	raven donut remove even female resale open bonus refit decide equip defend	became detach device human locate begin pilot donate began	<u>With Blends:</u> frozen secret silent replace vibrant student regret describe present moment beyond depend	
		Introduce words that include prefixes: re- and pre-	Teach meanings of the prefixes: re- and pre-	prevent refund remix predate rewrite rename precise refill resell preplan precut	prefix retake retrace preplan refresh preset replant repave restock presale pregame	prescribe rezone pretend recall prevent refuse present rematch restate prejudge pretrim		Review open-syllable structure and teach prefixes re- and pre- as open syllables as well as meaningful prefixes
all	Card#3 (1)	Comes at the end of the word and is spelled: -all		ball call hall mall tall fall wall recall squall			<u>With Blends:</u> small stall	Except for the word all, it is spelled al at the beginning of a word: (always, also, almost) <u>Exception:</u> shall

Phonograms	Coded to Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Word Plus			Notes/Exceptions/Grammar
			Introduce suffix –ing with VCe words (dropping silent e)	baking making zoning roping raving taming biking raking saving lacing racing shaving waving	diving quoting dating hoping chasing waking taking filing naming writing chatting voting hiking		<u>With Blends:</u> pricing slicing staging sliding grading flaming sliming scraping smoking striping smiling	skating craving placing trading framing craving tracing stating striving striking gliding		
ee	Card #19	Teach vowel team syllable structure		see wheel beet peep seed weep deep reef meet week teen cheek beef weed need wheeze	deed sheep week cheese feed sheet feel geese feet heel queen deem meet jeep teeth meek	knee keep fee peeve kneel reel bee keen peel seem tree keel	<u>With Blends:</u> reseed sweet spree breed speech sleet creek screen free	street sleeve glee steel squeeze flee sleep breeze sweep steep freeze sleeve	greed three bleed greet speed creep green sweep spleen	

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words				Words Plus	Notes/Exceptions/Grammar
oi, oy	Card #43 (1) Card #49 (1)	oi-at the beginning or middle of a syllable oy- at the end of a word or syllable		coin coil join boil soil toil foil oil void loin	boy toy soy joy coy			<u>More Complex Words:</u> oyster ploy joint Troy voice choice broil spoil point moist foist	
			Introduce the use of –es as a plural spelling add –es to make words plural when the word ends with /s/, /z/, /sh/, /ch/ and /j/	<u>/s/</u> bosses boxes taxes tuxes gases buses glasses laces pluses places spaces	<u>/z/</u> buzzes quizzes <u>/j/</u> judges bridges fudges edges smudges pages cages stages	<u>/sh/</u> wishes dishes dashes flashes crashes flushes crushes brushes	<u>/ch/</u> bunches batches watches patches lunches crunches churches		

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words				Words Plus			Notes/Exceptions/Grammar	
ai, ay	Card #2 (1) Card #8 (1)	ai- at the beginning or the middle of syllable or word ay- at the end of a word. Most commonly used spelling for long a at the end of a word		aim rain raid mail sail rail pail pain maid paid wait jail chain hail fail aid gain laid nail pain tail bait quail main wait		day may pay say ray gay hay lay bay jay way			<u>With Blends/Pre fixes:</u> brain snail plain stain grain strain sprain braid drain faint saint train trail waist trait claim frail snail paint quaint plain	pray slay fray play stay tray clay gray sway stray	unpaid unbraid replay retry relay unpaid regain remain repaid retain retail restrain prepay mislaysay	<u>Exception:</u> said
-nk (ank, ink, onk, unk)	Card #40 (1)	The preceding vowel is always short.		sank thank rank bank tank yank	sink pink rink link mink wink ink think	honk bonk	sunk punk funk hunk junk bunk dunk chunk	<u>With Blends:</u> blank drank shrank crank plank prank spank	shrink slink blink stink brink	trunk drunk flunk shrunk spunk skunk		

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus			Notes/Exceptions/Grammar
ar, er, or	Card #4 (1) Card #22 (1) Card #45 (1)	Teach r-controlled syllable structure		harm far farm car cart card dark park lark bark mark shark large arm art arc tar darn dart tart harp scar sharp harsh arch march jar par charm chart	fern germ her term herd verb perk nerd berg jerk perch	fort form born horn corn fork port for sort form norm porch torch cork thorn	<u>With Blends</u> storm stork smart star start spark stern clerk scarf starch snort	<u>More Complex</u> serve nerve verse force farce swerve	<u>With Prefixes</u> remark unborn reform unharm misstart prestart restart unforce report unsort renorm uncork unpark unarm	er is most commonly used as an ending

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar
igh as long i	Card #30 (1)	Comes at the end of a word or followed by a t at the end		fight night might right knight sight light sight light tight	sigh thigh nigh high	With Blends: bright flight fright blight slight		
oa	Card #42	oa always makes the long o sound. Usually in the middle of a one-syllable word		boat loan hoax soap load moat oath roach	coal roam oak road soak foal goat coach	loaf moan toad coax coat goal foam	With Blends: float gloat coast toast roast boast groan throat cloak bloat croak broach	With Prefixes: unload reload presoak
		Introduce two-syllable words which contain an r-controlled syllable (ar, er, or)		target pepper market ferment mermaid darling forget border valor favor passport platform popcorn acorn	forgave forgot better nectar corner farmer carton garland order	Combined with prefixes remainder report reform unborn unremiss misinform disbar Complex Meaning torment ordain conform	Practice combining r-controlled syllables with closed, open, vowel team or VCe syllables to form words forgot(r-controlled/closed) forgave (r-controlled/CVCe) mermaid (r-controlled/vowel team) favor (open/r-controlled)	

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words					Words Plus	Notes/Exceptions/Grammar
	Card #75	Closed Syllable Exception -ost, -old, -ild, -ind (-olt)		most post	bold cold fold gold hold mold sold told	wild child mild	kind find mind bind	colt bolt	<u>With Prefixes:</u> unfold unkind untold behind almost repost rebolt refold remind	<u>Exceptions:</u> cost lost wind (air blowing) Found in one-syllable words, except when combined with a prefix or suffix
oo	Card #44 (1 and 2)	oo = 2 sounds		moon soon boot tooth loon noon zoo food hoot loop hoop room root cool fool pool	book took hood foot soot hook look shook			<u>With Blends</u> broom spoon croon brook stood crook	<u>With Prefixes:</u> reboot rebook unhoo relook mistook	<u>Caution:</u> When initially taught be careful to group words with the same sound of oo together for words to read and words to spell. Do not initially intersperse the two sounds randomly in word reading or dictation lists.
ea	Card #16 (1 and 2)	ea = 2 sounds		<u>Long e:</u> eat seam peach each read sea leap deal real seal teal beach teach	<u>Short e:</u> head read death death deaf			<u>With Blends</u> dream cream clean steal bleach tread thread threat spread meant breast leapt dealt health wealth	<u>With Prefixes:</u> reteach reread rebleach unclean unseal unreal <u>With Suffixes:</u> teaching bleaching sealing cleaning cleans reads	<u>Exceptions:</u> great steak break These are the only words where ea makes the long a sound. Teach these three words specifically. <u>Caution:</u> When initially taught be careful to group words with the same sound of oo together for words to read and words to spell. Do not initially intersperse the two sounds randomly in word reading or dictation lists

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar	
au	Card #5	Usually at the beginning or in the middle of a syllable/word		author sauce saucer haul	<u>With Blends/More Complex Words/Prefixes:</u> fraud because pause relaunch cause haunt clause launch daunt jaunt fault vault		
aw	Card #7	Usually at the end of a word or syllable or when followed by n or l. The only spelling for /aw/ at the end of a word		lawn dawn fawn paw saw law raw jaw thaw fawn shawl pawn yawn	<u>With Blends:</u> draw redraw drawn replow crawl unthaw slaw predawn claw redrawn straw flaw drawl shawl prawn	<u>With Prefixes:</u> redraw unthaw predawn withdraw predraw redrawn	
ou	Card #46 (1)			out loud ouch bout pout shout mouth south pouch couch gout	<u>With Blends:</u> scout proud count bound pound round sound mound round grouch found slouch cloud found flout ground spout blouse hound pound round sound wound mount shout spout sprout trout clout grout	<u>With Prefixes:</u> recount rebound unfound miscount <u>More Complex Words:</u> mouse house spouse blouse	The beginning or middle of a syllable

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words		Words Plus	Notes/Exceptions/Grammar
ow	Card #48 (2)	The end of the word or syllable or followed by n or l when it is not at the end.		down owl now sow cow how now	vow wow town howl fowl chow gown	<u>With Blends:</u> plow frown brown growl clown prowl crown drown brow scowl	
			Introduce suffixes er and est which are comparatives and superlatives Reinforce doubling rules	<u>Without Doubling</u> shorter/shortest larger/largest smarter/smarter harder/hardest smaller/smallest taller/tallest longer/longest greener/greenest darker/darkest lighter/lightest longer/longest colder/coldest braver/bravest older/oldest nicer/nicest safer/safest wider/widest kinder/kindest meaner/meanest sweeter/sweetest faster/fastest louder/loudest quieter/quietest weaker/weakest	<u>With Doubling</u> bigger/biggest fatter/fattest thinner/thinnest wetter/wettest redder/redest dimmer/dimmest hotter/hottest fitter/fittest glummer/glummet madder/maddest sadder/saddest grimmer/grimmest		Do not teach words that require changing y to i before adding the suffix (e.g. tiny, pretty) Do teach that if the word ends in a silent e there is no doubling of the e

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words Words Plus	Words Plus	Notes/Exceptions/Grammar		
			<p>Teach suffix –er-meaning a person or thing that does</p> <p>Reinforce doubling rule as it applies</p>	<p>run/runner dance/dancer trade/trader play/player chase/chaser give/giver make/maker farm/farmer think/thinker ride/rider sing/singer tell/teller chat/chatter bank/banker box/boxer log/logger dodge/dodger sell/seller fix/fixer nap/napper wipe/wiper fight/fighter pitch/pitcher sit/sitter bake/baker</p>	<p>squat/squatter wrap/wrapper quit/ quitter teach/teacher bid/bidder keep/keeper sing/singer read/reader hike/hiker joke/joker jog/jogger lead/leader pack/packer rob/robber catch/catcher write/writer call/caller shop/shopper kick/kicker zip/zipper dine/diner herd/herder hit/hitter bite/biter make/maker</p>	<p><u>With Blends:</u> plot/plotter office/officer scribe/scriber breed/breeder blast/blaster speed/speeder prison/prisoner drive/driver paint/painter train/trainer speak/speaker glide/glider shred/shredder clip/clipper grab/grabber blame/blamer rent/renter print/printer spend/spender swim/swimmer scream/screamer start/starter snoop/snooper scoop/scooper</p>	<p>hunt/hunter begin/beginner erase/eraser clean/cleaner quilt/quilter jump/jumper dream/dreamer block/blocker scratch/scratcher sweep/sweeper skate/skater crawl/crawler drift/drifter stamp/stamper clap/clapper plan/planner smoke/smoker plant/planter splash/splasher snap/snapper scrape/scrapper stack/stacker stitch/stitcher scan/scanner scoot/scooter</p>	
ow	Card #48 (1)	The end of the word or syllable or followed by n (indicating past tense)		<p>window know row mow tow bow low show known own</p>	<p><u>With Blends:</u> snow blow blown shown flown crow slow flow slow glow grow grown stow throw</p>	<p><u>With Prefixes:</u> regrow rethrow unknown preown</p> <p><u>With Suffixes:</u> windows showing owning mower grows grower growing snowing</p>	<p><u>Exceptions:</u> growth bowl</p>	

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Word			Words Plus		Notes/Exceptions/Grammar
ir, ur	Card #31(1)	ir and ur are alternative spellings for /er/		fir third shirt dirt chirp birth firm girl bird sir birch	urn fur surf burn turn hurt hurl curt burp churn church turf curd burn hurt hurl curl curb urge purge	curve purse curse nurse	<u>With Blends:</u> swirl first stir skirt squirt flirt squirm burst slur spur burnt spurt blurt slurp blurb splurge	<u>With Prefixes:</u> unhurt unfurl uncurl unburnt return	teach purpose of final e: e-to eliminate any confusion with plural s at end of word
ph	Card #51	Alternate spelling for /f/		phone phrase photo phase sphere			<u>More Complex Words:</u> graph alphabet photograph elephant dolphin orphan Phoenix phonics phoneme telegraph morpheme atmosphere pamphlet phobia pharmacy		Found in Greek words

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar
			Introduce suffixes –less and –ful (-less = without and –ful = full of)	<u>-ful</u> thankful cheerful thoughtful shameful restful harmful hopeful helpful graceful wonderful hateful joyful artful bashful blissful humorous lawful mindful painful slothful capful dreadful handful mouthful dreadful roomful	<u>-ful</u> faithful gleeful grateful hurtful peaceful playful prideful spoonful stressful tearful truthful wishful armful harmful forgetful frightful skillful willful bowlful cupful lawful powerful awful chockfull fateful plateful	<u>-less</u> thankless spotless thoughtless shameless restless harmless hopeless helpless speechless coatless flawless reckless needless endless ruthless humorless lawless mindless painless ageless blameless childless headless hopeless mindless shirtless pointless sleepless seamless timeless useless	respectful resentful regretful rightful powerless regardless meaningful/meaningless unfaithful ungraceful ungrateful unhelpful unhopeful untruthful	

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
ew	Card #23 (1)	Comes at the end of a word *Occasionally ew makes the long u sound		new * few dew * pew chew *mew *hew *pew	<u>With Blends:</u> grew blew crew shrewd stew screw threw flew *spew <u>With Prefixes:</u> renew unscrew withdrew <u>With Suffixes:</u> chewing chews	<u>Exception:</u> sew
oe	Card #78 (1)	Comes in the final position. Less common spelling for long o		toe foe hoe doe roe Joe		<u>Exceptions:</u> shoe Phoenix
ie	Card #29 (1 and 2)	Comes at the end of a one syllable word and makes the long i sound Comes in the middle of a syllable and makes the long e sound Rule: i before e except after c		pie tie die lie chief believe grief piece thief brief niece field wield shield	<u>With Blends:</u> grieve shriek	
eigh	Card #21 (1)	Comes at the end of a word or syllable or followed by a t		neighbor weigh sleigh weight eight neigh	<u>With Blends/More Complex Words:</u> freight eighty eighteen	<u>Exception:</u> height

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words			Words Plus	Notes/Exceptions/Grammar
y as long e	Card #71 (2)	Comes at the end of a polysyllabic word		baby sunny tummy happy bratty tangy bunny ruby tardy candy biddy party	silly daddy sorry funny muddy hurry lady needy pretty mushy ready potty	pushy merry catchy cherry		
ey as long e ey as long a	Card 22 (1 and 2)	Comes at the end of a word There are a few exceptions when ey makes the long a sound		key money turkey chimney monkey donkey	pulley volley hockey honey alley trolley baloney		<u>Exceptions:</u> There are a few exceptions when ey makes the long a sound grey they survey osprey	

Phonograms	Coded To Language Tool Kit Cards	Structural Analysis/Phonics Principles	Morphology	Basic Words	Words Plus	Notes/Exceptions/Grammar
	Card #74 (1)	<p>Introduce consonant-le syllable pattern</p> <p>When preceded by a single short vowel the consonant is doubled(e.g. bubble, apple, wiggle).</p> <p>When preceded by anything else, the consonant is not doubled (e.g. table, needle, marble, candle).</p> <p>This pattern is always at the end of a polysyllabic word.</p>		<p><u>With closed syllable:</u> candle puzzle fiddle thimble riddle cuddle bubble knuckle puddle paddle rattle buckle little riddle ruffle battle</p> <p><u>With Open Syllable:</u> rifle bugle bible title table maple</p> <p><u>With Vowel Team Syllable:</u> needle steeple poodle eagle</p> <p><u>With r-controlled Syllable:</u> turtle marble purple circle</p> <p><u>With Silent e Syllable:</u> When adding suffix -able (e.g. likeable, savable, loveable.)</p>	<p><u>With Blends:</u> cradle scramble scrabble tremble struggle snuggle smuggle treble crumble crackle</p>	

Expectations at the end of First Grade

- Letter recognition for all upper and lowercase letters is automatic and fluency
- Reading and spelling words with -ck, -dge, -tch spelling patterns and the floss rule is effortless
- Students are able to read and spell words that contain /ng/ and /nk/
- Students are able to read and spell common words that begin with /wr/ and /kn/
- All first grade students are able to read and spell words that contain vowel teams: ee, oi, oy, ai, ay, igh, oa, aw
- Most first grade students are able to read and spell words that contain vowel teams: oo, ea, ou, ow, ew
- Some first grade students are able to read and spell words that contain vowel teams: oe, ie, eigh, ey
- Students can read and spell words that contain r-controlled vowels: ar, ur, er, ir
- Digraph ph has been introduced and practiced; most first-grade students have mastered
- Students can differentiate between four syllable patterns (closed, open, silent e, r-controlled) and apply syllable knowledge when reading and spelling words: all first graders have mastered
- -ed has been taught and practiced as a consistent spelling pattern for past tense: all first grade students have mastered
- All sounds for /ed/ have been taught and that knowledge is effectively applied when reading and spelling words.
- Plural words are read and spelled correctly regardless of voiced or unvoiced /s/ and /z/
- All first grade students successfully read two-syllable words that are comprised of combinations of closed syllables, silent e syllables, r-controlled syllables and open syllables.
- Inflectional suffixes -s, -ed and -ing are used correctly and with doubling or dropping e rule as appropriate: most first grade students have mastered
- Students understand how word meaning is altered through the addition of prefixes (pre, re, un, mis) and suffixes (-s, -es, -ed, -ing, -less, -ful, -er, -est)

Optional expectations at the end of first grade

- Consonant -le syllable has been introduced and practiced: some first grade students have mastered

Appendix O – Crosswalk Structured Literacy/Wonders

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Kindergarten				
Week/Time Frame	Wonders	Structured Literacy	Wonders Sight Words	Structured Literacy Learned Words
Week1	START SMART Alphabet Recognition	a	I	Additions to Wonders from Structured Literacy Red Words List 1 (48 High-Frequency Words Taught in K) so be who your says goes get blue once
Week 2	START SMART Alphabet Recognition	t	can	
Week 3 (Unit 1.1)	m	b	the	
Week 4 (Unit 1.2)	a	l	we	
Week 5 (Unit 1.3)	s	f	see	
Week 6 (Unit 2.1)	p	h	a	
Week 7 (Unit 2.2)	t	p	like	
Week 8 (Unit 2.3)	i	s	Review: the, we, see, a, like	
Week 9 (Unit 3.1)	n	u	to	
Week 10 (Unit 3.2)	c	m	and	
Week 11 (Unit 3.3)	Review: m, a, s, p, t, i, n, c	r	go	
Week 12 (Unit 4.1)	o	c	you	
Week 13	d	g	do	

(Unit 4.2)	Review: a, c, i, m, n, o, p, s, t	sh th wh closed syllable ck rule		
Week 14 (Unit 4.3)	Review: Review: a, c, d, i, m, n, o, p, s, t	-ed floss rule	Review: and, do, go, to, you	
Fall Break				
Week 15 (Unit 5.1)	h Voiced s-/z/ (has) Review: a, c, d, l, m, n, o, p, s, t	voiced s plural -s magic "e" syllable	my	
Week 16 (Unit 5.2)	e Review: a,c, d, i, m, n, o, p, s, t		are	
Week 17 (Unit 5.3)	f, r Review: a, c, d, e, h, i, m, n, o, p, s, t		with, he	
Winter Break				
Week 18 (Unit 6.1)	b, l, ll Review: a, c, d, e, f, h, l, m, n, o, p, r, s, t		is , little	
Week 19 (Unit 6.2)	k, ck Review:		she, was	

	a, b, c, d, e, h, i, l, m, n, o, p, s, t		
Week 20 (Unit 6.3)	Review: h, e, f, r, b, l, k, ck		are ,he ,is, little, my ,she, was, with
Week 21 (Unit 7.1)	u Review: a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t		for, have
Week 22 (Unit 7.2)	g, w Review: a, b, c, ck, d, e, f, h, i, l, m, n, o, p, r, s, t, u		of, they
Week 23 (Unit 7.3)	x, v Review: a, b, c, ck, d, e, f, h, i, l, m, n, o, p, r, s, t u		said, want
Week 24 (Unit 8.1)	j, qu Review: a, b, c, d, e, f, g, h, i, k, l, m ,n, o, p, r, s, t, u, v, w, x		here, me
Week 25 (Unit 8.2)	y, z Review: a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, u, v, w, x		this, what
Week 26 (Unit 8.3)	Review: a, b, c, d, e, f, g, h, i, j,		for, have, they, of, said, want, here, me, this,

	k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z		what	
Week 27 (Unit 9.1)	Long a (a_e), sh Review a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y,		help, too	
Week 28 (Unit 9.2)	Long i (i_e), ch Review: a, a_e, b, c, ck, d, e, f, g, h, i, k, l, m, n, o, p, qu, r, s, t, u, v, y		has, play	
Spring Break				
Week 29 (Unit 9.3)	Long o (o_e) Review: a, a_e, b, c, ck, d, e, f, g, h, i, i_e, k, l, m, n, o, p, qu, r, s, t, u, v, y		where , look	
Week 30 (Unit 10.1)	Long u (u_e) Review: a, a_e, b, c, ck, d, e, f, g, h, i, i_e, k, l, m, n, o, o_e, p, qu, r, s, t, u, v, y		good, who	
Week 31 (Unit 10.2)	Long e (e, ee, e_e), th		come , does	

	Review: a, a_e, b, c, ck, d, e, f, g, h, i, i_e, k, l, m, n, o, o_e, p, qu, r, s, t, u, long u, v, w, x, y, z			
Week 32 (Unit 10.3)	Long a, long e, long l, long o, long u Review: a, a_e, b, c, ck, d, e, f, g, h, i, i_e, k, l, m, n, o, o_e, p, qu, r, s, t, long u, v, w, x, y, z		help, too, play, has, where, look, who, good, come, does	

Crosswalk Structured Literacy/Wonders						
First Grade						
Week/Time Frame	Wonders	Wonders Structural Analysis	Structured Literacy Scope and Sequence	Structured Literacy Structural Analysis	Wonders Sight Words	Structured Literacy Learned Words
Week 1	START SMART Letter/Sound Review: m, s, a, p, t, n, r, short i		Continuous Review and Practice throughout the year: a t b l f h p		I like do to you he can go a has	Additions to Wonders from Structured Literacy Learned Words List 1 (# of High Frequency Words in Kindergarten: 48) so be who your says goes
Week 2	START SMART				this	

	Letter/Sound Review: c, f, short o, d, h, s (/z/), short e, b, l, ll (floss rule)		s u m r c g i n d o j v w e x k y z		is my look little where here play the we	get blue once
Week 3	START SMART Letter/Sound Review: k, ck, short u, g, w, x, v, qu, j, y, z		qu ch sh th wh voiced s		are me she with for and have see said was	Additions to Wonders from Structured Literacy Learned Words List #2 (205 high-frequency words taught in 1st grade) shoe saw but whose whom any many done give again push pull
Week 4 (Unit 1.1)	Short a Review all consonants	Inflectional Ending -s		Closed syllable ck rule	does not school <i>what</i>	
Week 5 (Unit 1.2)	Short i Review all consonants	Double final consonants (floss rule)		inflectional suffix: -ed	down out up very	
Week 6 (Unit 1.3)	Beginning consonant blends (l blends) Review all consonants	s (plural nouns)		floss rule inflectional suffix: s (plural)	<i>be</i> <i>come</i> good pull	
Week 7 (Unit 1.4)	Short o	Alphabetic order-one letter	<u>New Concepts</u>	magic "e" syllable	fun make	

	Review all consonants		for 1st Grade Soft c, g -dge, -tch	Soft c, g (i, e, y rule) -dge, -tch (short word, short vowel rule) Inflectional suffix: -ing	they too	full which rich such much yellow
Week 8 (Unit 1.5)	Beginning consonant blends (r blends and s blends) Review all consonants	Possessives	-ng (ang, ing, ung, ong) kn, wr		jump move run two	shall so egg eye floor pour pint
Week 9 (Unit 2.1)	Short e (e, ea)	Inflectional ending –ed with no spelling change	al/all	Open Syllable structure (a,e,i,o,u)	again help new <i>there</i> use	both new now good
Week 10 (Unit 2.2)	Short u	Contractions with apostrophe s	Introduce the concept that y is sometimes a vowel. Y is only a consonant when it starts a word. When y is in another position in a word it is a vowel.		could live one then three	wear tear pear bear from wind
Week 11 (Unit 2.3)	Ending consonant blends: nd, nk, nt, st, sk, mp	Inflectional ending –ing with no spelling change First introduction to two-syllable words (word + inflectional ending)	y as long i (my, try, spy)		eat <i>no</i> <i>of</i> under <i>who</i>	
Week 12 (Unit 2.4)	Consonant digraphs: th, sh, -ng	Closed syllables	ee	Vowel team	all call day	

			oi, oy	syllable structure	her want	
Week 13 (Unit 2.5)	Consonant digraphs: ch, tch, wh, ph	-es (plural nouns)	ai, ay -nk (ank, ink, onk, unk)		around by many place walk	
Week 14 (Unit 3.1)	Long a (a_e)	Contractions with not	ar or er igh as long i (bright, night, sight) oa		Suffix: -er, -est Closed-syllable exception (-ind, -ild, -old, -ost) Prefixes: un-, mis-, ex-, re-, pre-	away now <i>some</i> today way why
Week 15 (Unit 3.2)	Long i (i_e)	Plurals with CVCe words				green grow pretty should together water
Fall Break			oo (as in moon)			
Week 16 (Unit 3.3)	Soft c and g -dge	Inflectional endings: -ed and -ing dropping the final e	oo (as in book) ea (as in eat) ea (as in head)		Suffixes: -ed, -ing, -er, -es, -s, -less, -ful, -es	any from happy <i>once</i> <i>so</i> upon
Week 17 (Unit 3.4)	Long o (o_e) Long u (u_e) Long e (e_e)	CVCe syllable (magic "e")	au, aw ou (as in out)			ago boy girl how

			ow (as in snow)		old people
			ow (as in cow)		
Week 18 (Unit 3.5)	Variant vowel spellings with digraphs: oo, u (variant spelling for /oo/ as in foot or put)	Inflectional endings: -ed and -ing (double final consonant-running)	ir (as in bird)		after buy done every soon work
			oe (as in toe)		
			ew (as in new)		
			eigh (as in weigh)		
Winter Break					
Week 19 (Unit 4.1)	Long a: a, ai, ay	Alphabetic Order: 2 letters	ph		about animal carry eight give our
			ie (as in pie) optional		
Week 20 (Unit 4.2)	Long e: e, ee, ea, ie		y as long e (as in baby)		because <i>blue</i> into or other small
			ey (as in key)		
Week 21 (Unit 4.3)	Long o: o, oa, ow, oe	Open Syllables			find food more over start warm
Week 22 (Unit 4.4)	Long i: i, y, igh, ie	Inflectional ending: changing y to i			caught flew know laugh listen

					were	
Week 23 (Unit 4.5)	Long e: y, ey	compound words			found hard near woman would write	
Week 24 (Unit 5.1)	r-controlled vowels: ar	Irregular plurals			four large none only put round	
Week 25 (Unit 5.2)	r-controlled vowels: er, ir, ur, or	Inflectional ending: -er			another climb full great poor through	
Week 26 (Unit 5.3)	r-controlled vowels: or, ore, oar	abbreviations			began better guess learn right sure	
Week 27 (Unit 5.4)	Diphthongs: ou, ow	Comparative and inflectional endings: -er and -est			color early instead nothing oh	

					thought
Week 28 (Unit 5.5)	Diphthongs: oy, oi	Final stable syllable: (consonant-le)			above build fall knew money toward
Week 29 (Unit 6.1)	Variant vowel spelling with digraphs: oo, u, u_e, ew, ue, ui, ou (spelling patterns for /oo/ as in mule)	Suffixes: -ful, -less			answer brought busy door enough eyes
Spring Break					
Week 30 (Unit 6.2)	Variant vowel spelling with digraphs: a, aw, au, augh, al (spelling patterns for /aw/ as in saw)	Vowel team syllables			brother father friend love mother picture
Week 31 (Unit 6.3)	Silent letters: wr, kn, gn	Compound words			been children month question their year
Week 32 (Unit 6.4)	Three-letter blends: scr, spl,	Inflectional endings: -ed and			before front

	spr, str, thr, shr	-ing			heard push tomorrow <i>your</i>	
Week 33 (Unit 6.5)	r-controlled vowels: air, are, ear	r-controlled vowel syllables			favorite few gone surprise wonder young	

Appendix P – Structured Literacy Daily Lesson Plan

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Component	
Picture Sound Deck	Cards up to _____
Sound Deck	Cards up to _____
Sounds to Dictate	_____
Component	
Word Building	_____ _____ _____ _____
Words to Read	_____ _____ _____ _____
Component	
Handwriting Practice	

Component	
Words to Spell	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Phrases and Sentences	<p>_____</p> <p>_____</p>
Component	
Introduce New Phonogram	_____
Introduce New Rule/Concept	_____
Words to Read	_____
Words to Spell	_____
Component	
Learned Words	
Review	_____
New	_____
Component	
Reading Connected Text	

Appendix Q – Continuing Project Implementation in Pilot Schools

Summer School

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Following budget approval, the project literacy specialists created a blueprint for the proposed summer school and prepared a brief proposal for the collaborating school district. The plan was shared with the two pilot school principals and leadership of the proposed hosting district. Following a series of district-level meetings the proposal was approved. The hosting district agreed to provide three classrooms, an on-site principal of record, and breakfast and lunch for all participating students. The SiMR Literacy Project agreed to provide instructional planning, all instructional materials, CDE literacy specialists and an embedded coach to serve as teachers, as well as district and school staff consultation and observation opportunities during the summer session.

Upon completion of the summer school agreement with the hosting district, the project literacy specialists began detailed planning for a two-week summer session in which the revised Structured Literacy Routine and lesson format could be implemented and adjusted as needed prior to the introduction of this instructional component to all eighteen new Phase III schools and the two cluster II pilot schools.

Summer school was held during the last week of July and the first week of August, 2016 at one of the cluster I pilot schools. The newly-designed Structured Literacy Routine was piloted successfully. Although not all the Phase III coaches were hired at the time of summer school, three of the six coaches were able to participate in summer school along with the two project literacy specialists. This allowed significant professional dialog and sharing among project staff. Primary teachers from the two pilot schools were offered the opportunity to observe the instructional routine during summer school and participate in debriefing and follow-up conversations.

Nineteen incoming first grade students attended the ten-day summer session. Students had completed Kindergarten at one of the two cluster I pilot schools. At the onset of summer school it was apparent that participating students from both of the pilot schools were not adequately prepared to meet the language and literacy demands of first grade. End-of-year (EOY) Kindergarten DIBELS scores indicated that eight of the nineteen participating students had achieved a composite score above benchmark. An additional five summer school students had achieved an EOY Kindergarten DIBELS composite score within the benchmark range. The remaining six incoming first-grade students were equally divided between the below and well-below benchmark range. These scores were not indicative of the skills demonstrated by the subset of incoming first-grade students who participated in summer school. This insight led to recommendation for retraining all teachers administering DIBELS to ensure valid results.

Beginning-of-the-year (BOY) first-grade DIBELS scores for seventeen of the students who participated in summer school affirmed the impression that the EOY Kindergarten scores were not an accurate reflection of their early literacy skills.

Of significant concern to the literacy specialists were the substantial gaps in the oral language of the incoming first-grade students participating in summer school. As a result, a significant portion of summer school instruction was focused on basic oral vocabulary, categorical naming, and foundational phonological awareness skills. All students participated in the Structured Literacy Routine in both whole-group and small-group settings. Again, students demonstrated significant deficiencies in early alphabet knowledge, sound blending and segmentation, and foundational letter formation skills. This realization caused the CDE literacy specialists to reconsider the level of rigor in the implementation of the Structured Literacy Routine that needed to be accomplished during Kindergarten.

Informal follow-up with teachers of the participating incoming first graders, revealed some important but difficult to measure summer school outcomes. First-grade teachers noted that students who had attended summer school demonstrated improved learning readiness skills, e.g., ability to know and follow classroom routines, ability to organize their learning materials, increase skill in transitioning from activities, and confidence in using basic learning tools.

Planning 2016-2017

Following the completion of summer school, the CDE literacy specialists continued with preparation for the beginning of the 2016-2017 school year. Summer school insights suggested some areas for focused emphasis at the beginning of the new school year. As previously mentioned, one specific focus area centered on retraining pilot school staff members on proper DIBELS administration procedures. Another related focus was the adherence to the progress- monitoring assessment schedule throughout the entire school year. Given the observations during summer school of students' lack of preparation for first grade, a significant focus centered on the development of instructional strategies and materials that would increase the rigor in Kindergarten as a prerequisite for reading success in first grade. A priority was established for the implementation of the Structured Literacy Routine in both whole-group and small-group settings with complete fidelity at both cluster I pilot schools.

Since project implementation was delayed at the cluster II pilot schools during the 2015-2016 school year, the Fall implementation plan for these two pilot schools mirrored the implementation plan for the new Phase III schools.

Appendix R – Teacher Knowledge Survey

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In order to plan appropriate professional learning for teachers participating in the project, it was determined that gathering a baseline for this additional measure as an indication of current literacy knowledge for each teacher was essential. During the summer of 2016 CDE literacy specialists finalized the Teacher Knowledge Survey that would be administered to each participant at the initial Structured Literacy Training. Adjustments to the Survey were based on the CDE literacy specialists' experience with the two different forms of the Survey administered during the 2015-2016 school year at the two cluster I pilot schools. The final survey was streamlined and included the most essential tasks in determining teachers' foundational literacy knowledge.

The items on the Teacher Knowledge Survey are based on the work of Louisa Moats and are designed to assess teachers' basic understanding of phonological awareness, English speech sounds, common structures and patterns of the English language, and the essential components of reading. Teacher awareness and knowledge in these areas is essential to effective early literacy instruction.

Teacher Knowledge Survey *(based on and adapted from the work of Dr. Louisa Cook Moats) (Fall, 2016 Form 1)*

Name _____

1) Write the letter that best represents the first sound in the following words:

(example: cat /k/) *(8 possible points)*

gesture__ wrist__ philosophy__ whole __ Alaska __ guest __ chorus __

2) Write the letter, letter combination or symbol that best represents the last sound in the following words: (example: cat /t/) *(7 possible points)*

comb __ pads __ judge __ cheese __ king __ match __ folk __

3) Write the number of syllables that you hear in the following words:

(example: Wis/con/sin 3) *(7 possible points)*

exact __ elephant __ believed __ biography __ finger __ hogs __ little __

4) Write the number of speech sounds that you hear in the following words:

(example: l/o/ck 3) *(8 possible points)*

thrill__ ring__ wrinkle__ quack__ fix__ shook__ choice__ quaint__

5) Circle the word that has the same sound as the sound represented by the underlined letters: (3 possible points)

push although sugar duty pump
weigh pie height raid friend
lawn pot caught on spun

6) Underline the consonant blends: (Not all words contain consonant blends)
(4 possible points)

knight climb wreck napkin squished spring first

7) What is the third speech sound in the following words? (6 possible points)

Joyful____ square____ shower____ patchwork____ tinker____ rogue____

8) Underline the consonant digraphs: (8 possible points)

church numb shrink shepherd whether physical

9) Underline the schwa vowels: (8 possible points)

telephone agenda along president unless

10) List all the ways you know to spell "long o." (7 possible points)

11) List the syllable types in English orthography and an example of each: (12 possible points)

12) List all of the ways you know to spell /f/. (4 possible points)

13) List the 5 significant components of reading (5 possible points)

Appendix S – Concerns Based Adoption Model: Stages of Concern

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In recognition of the human emotional factor involved in the implementation of the initiative, we decided to assess the teachers involved in the project regarding their feelings related to the structured literacy project. We decided to use the Stages of Concern Questionnaire, the current methodology and format based upon the results of extensive reliability and validity studies (George, A., Hall, G., Stiegelbauer S., 2006, *Measuring Implementation in Schools: The Stages of Concern Questionnaire*, Appendix A). We anticipate the results will allow us to adapt our coaching based upon the needs of the individuals. According to the American Institutes for Research “[The Stages of Concern](#) process, which includes a questionnaire, interview, and open-ended statements, enables leaders to identify staff members’ attitudes and beliefs toward a new program or initiative. With this knowledge, leaders can take actions to address individuals’ specific concerns.”

In November 2016, a link to the Stages of Concern Questionnaire Survey was emailed to all 21 Principals participating in the SiMR Structured Literacy School Project. This included an explanation of the purpose of the survey with instructions to send the survey to all educators who work with students in kindergarten through first grade. The embedded literacy coaches followed up with the principals to ensure they forwarded the link and encouraged their staff to participate. The survey was open for response collection from November 7, 2016 until December 8, 2016. A total of 165 kindergarten and first-grade instructional staff were trained in the evidence-based Structured Literacy Routine with a total of 88 responding to the survey, a 53.3% response rate. A discussion regarding the results is included in the Evaluation Section.

Grade Taught	Number of Responses
Kindergarten	31
First Grade	29
Second Grade	1
All Grades (e.g., Special Education Teacher)	14
Other Grouping of Grades (e.g., Special Service Provider)	13
Total Responses	88

When considering how to respond as Literacy Coaches to these respondents, we look to the Actions to Support Change as recommended by Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). These recommendations are providing the framework as we respond to the concerns indicated by the educators in the SiMR Structured Literacy Project. As noted by the data discussion, most respondents are in stage 0-2, with the exception of those who have graduated from an Alternative Licensure Program and the district with the tailing-up in stage 6.

Appendix T – Invitation to Stakeholders to Provide Feedback

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Greetings Directors and Principals,

First of all I want to thank each one of you for your willingness to participate in this project! As you have welcomed our literacy specialists and coaches to your buildings, we know that there have been a variety of questions that have arisen. This opportunity for you and your staff to provide input and feedback into this initiative is highly valuable for all of us as it will speak directly to the changes. I have attached a brochure for your information regarding how this project is part of a much larger picture of positive change across the State. If you have questions or would like additional information, please feel free to contact us.

As indicated by Ellen Hunter in her recent e-mail to you, we are requesting that this short questionnaire be completed by every cohort school staff member who teaches and/or supports literacy instruction for children in K-1st grades by November 18th (i.e. Kindergarten and First Grade Teachers, Specials Teachers, Special Education Teacher, Support Staff, Interventionists). Together this information will provide a picture of how our teachers/supporters are responding to the structured literacy instruction initiative.

We do not want to overlook the critical human emotional factor in change and this survey will help us understand where people are in the learning and change process. Using this information, we will be able to adapt the coaching and professional learning to better meet these needs. I have attached a graphic of the Concerns-Based Adoption Model as well as a sample of the type of report that is generated afterwards. It is essential that we have 100% participation to fully guide our next steps in the process and we are counting on you to help us achieve that response rate.

Please feel free to forward this email to the appropriate staff members so all will understand the importance of this work to the statewide literacy improvement efforts.

The link that will take you directly to the anonymous survey is _____ and will take approximately 5-10 minutes to complete.

Please complete by November 18th.

Thank you!
Wendy Sawtell

Wendy Sawtell
State Performance Plan Coordinator
Exceptional Student Services Unit
P 303.866.6749
1560 Broadway, Suite 1100, Denver, CO 80202
Sawtell_W@cde.state.co.us |

Appendix T1– Actions to Support Change

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The information below has been reproduced with permission from SEDL, an affiliate of American Institutes for Research. September 30, 2016. Permission to adapt this to our needs has also been granted.

Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006; revised PDF version uploaded on Lulu.com, 2014). Taking charge of change. Austin, TX: SEDL. Available at <http://www.sedl.org/pubs/catalog/items/cha22.html>.

Actions to Support Change -

A first step in using concerns to guide interventions is to know what concerns the individuals have, especially their most intense concerns. The second step is to deliver interventions that might respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful.

Stage 0 - Unconcerned

- a. If possible, involve teachers in discussions and decisions about the innovation and its implementation.
- b. Share enough information to arouse interest but not so much that it overwhelms.
- c. Acknowledge that a lack of awareness is expected and reasonable and that no questions about the innovation are foolish.
- d. Encourage unaware persons to talk with colleagues who know about the innovation.
- e. Take steps to minimize gossip and inaccurate sharing of information about the innovation.

Stage 1 - Informational Concerns

- a. Provide clear and accurate information about the innovation.
- b. Use a variety of ways to share information—verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
- c. Have persons who have used the innovation in other settings visit with your teachers. Visits to other schools could also be arranged.
- d. Help teachers see how the innovation relates to their current practices, both in regard to similarities and differences.
- e. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 - Personal Concerns

- a. Legitimize existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
- b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
- c. Connect these teachers with others whose personal concerns have diminished and who will be supportive.
- d. Show how the innovation can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.
- e. Do not push innovation use but encourage and support it while maintaining expectations.

Stage 3 - Management Concerns

- a. Clarify the steps and components of the innovation. Information from innovation configurations will be helpful here.
- b. Provide answers that address the small specific “how-to” issues that are so often the cause of management concerns.
- c. Demonstrate exact and practical solutions to the logistical problems that contribute to the concerns.
- d. Help teachers sequence specific activities and set timelines for their accomplishments.
- e. Attend to the immediate demands of the innovation not what will be or could be in the future.

Stage 4 - Consequence Concerns

- a. Provide these individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.
- b. Don't overlook these individuals. Give them positive feedback and needed support.
- c. Find opportunities for these persons to share their skills with others.
- d. Share with these persons information pertaining to the innovation.

Stage 5 - Collaborative Concerns

- a. Provide these individuals with opportunities to develop those skills necessary for working collaboratively.
- b. Bring together those persons, both within and outside the school, who are interested in collaboration.
- c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
- d. Use these persons to provide technical assistance to others who need assistance.
- e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Stage 6 - Refocusing Concerns

- a. Respect and encourage the interest these persons have for finding a better way.
- b. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.
- c. Encourage these individuals to act on their concerns for program improvement.
- d. Help these persons access resources they may need to refine their ideas and put them into practice.
- e. Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovations.

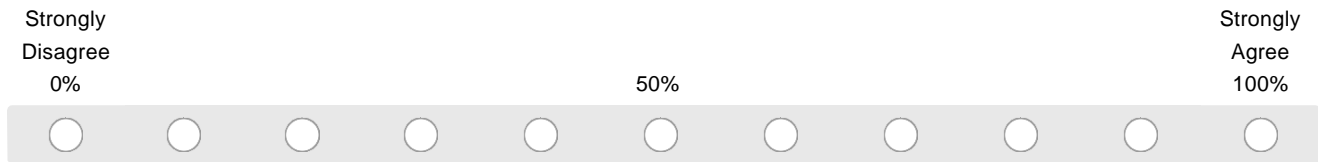
Appendix U – Embedded Coach Program Survey

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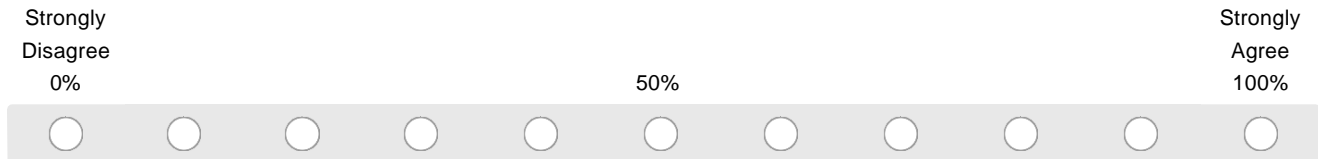
This survey was conducted via Survey Monkey between January 23, 2017 and February 21, 2017. The Literacy coaches contacted each participant to encourage them to respond, gave them the link to the survey, and followed-up to remind them to respond. A total of 165 educators are participating in the project 2016-2017 with 101 respondents for this survey, a 61.2% response rate.

Instructions: Please indicate the extent to which you agree with the following statements. There is no need to overthink about how you should answer; we simply need your honest reaction to the statements at this moment.

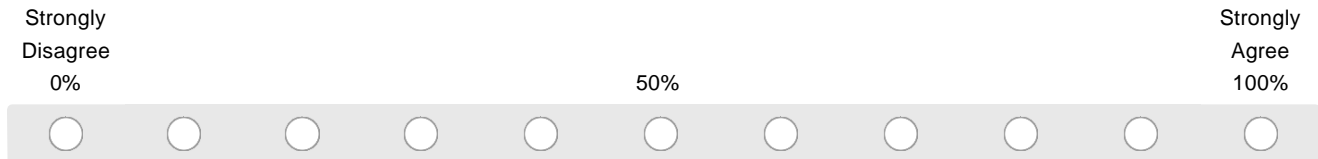
- * 1. The coaching has provided me with new teaching skills.



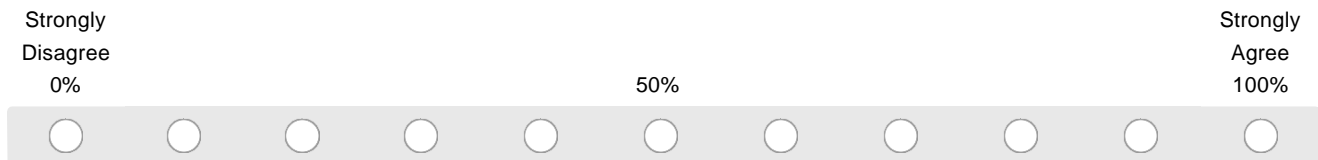
- * 2. The materials provided by the coach are essential to my success.



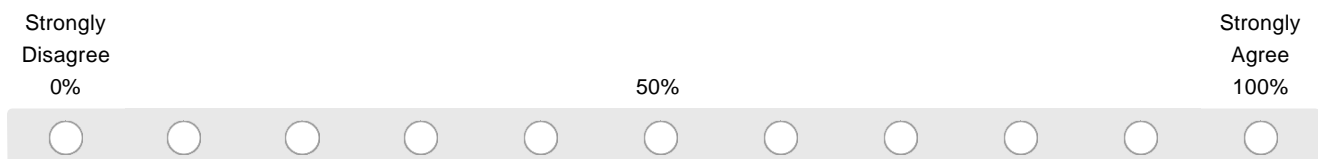
- * 3. I am comfortable with the pace of the coaching.



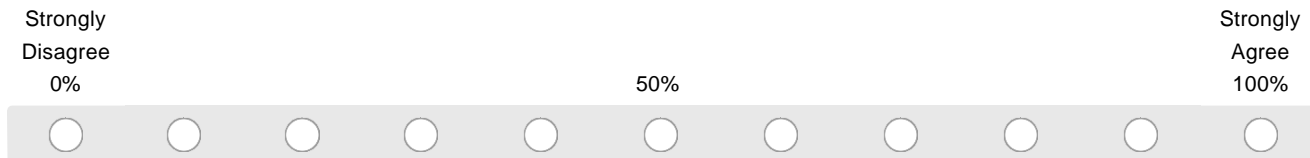
- * 4. I am clear about what is expected of me as a result of the coaching.



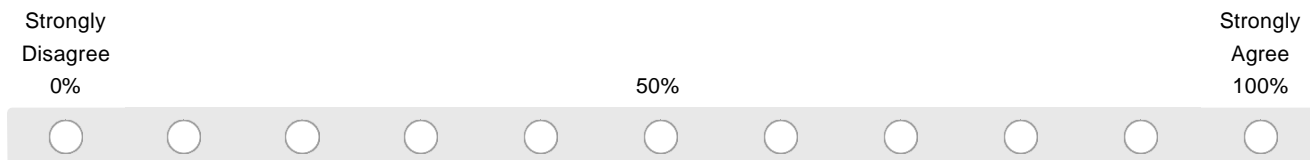
- * 5. I feel comfortable seeking out the coach when I have a question or need.



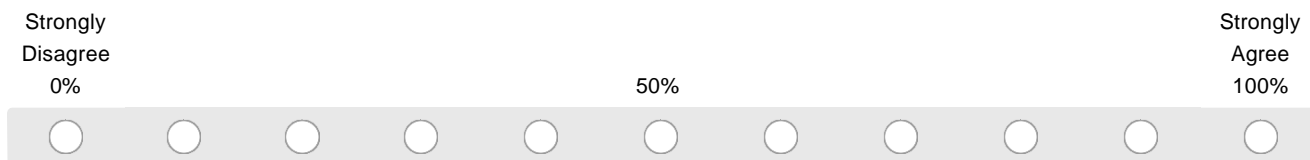
* 6. As a result of the coaching, I can effectively teach the five components of reading.



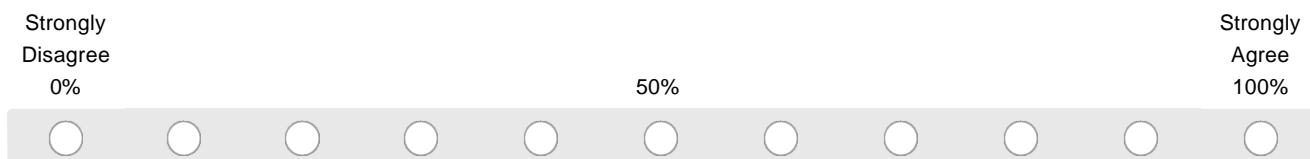
* 7. As a result of the coaching, I can effectively teach oral language.



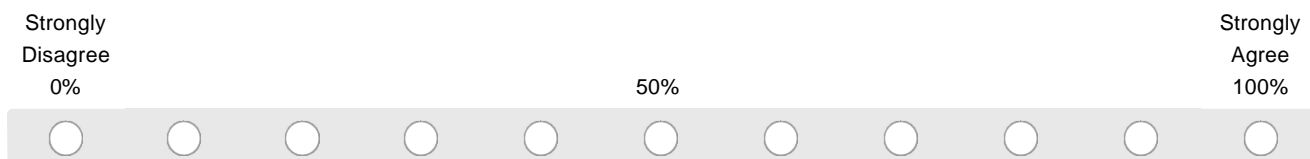
* 8. As a result of the coaching, I can effectively teach spelling.



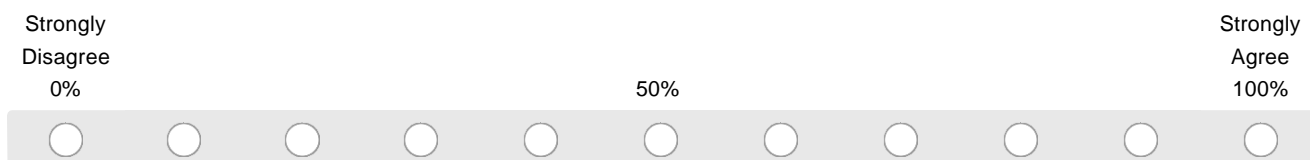
* 9. As a result of the coaching, I can effectively teach written communication.



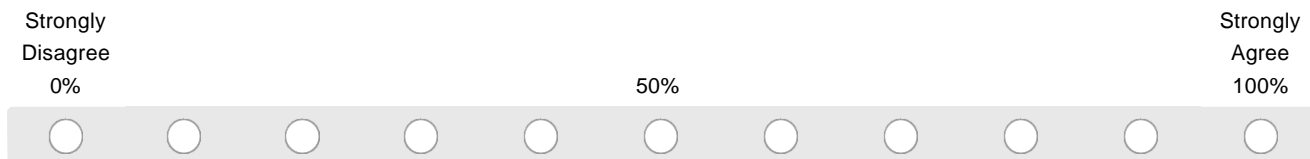
* 10. As a result of the coaching, I can interpret formative assessment results.



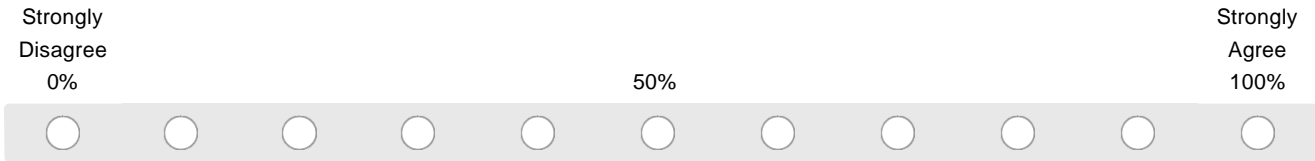
* 11. I use data to intentionally plan needs-based instruction (e.g., class, small group instruction, learning centers, individual).



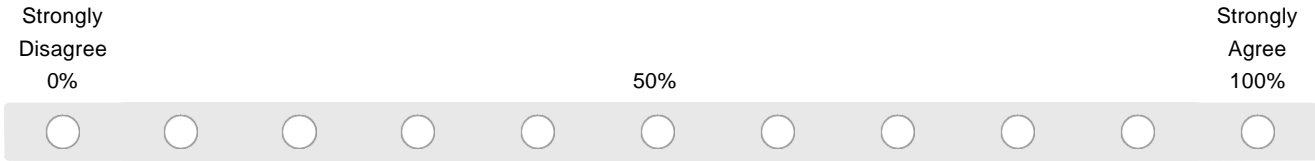
* 12. I use effective direct and explicit instructional practices for students with disabilities.



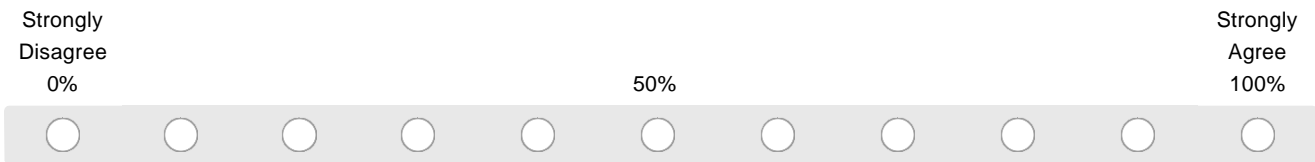
* 13. I use the Individual Education Plan (IEP) to align instruction with student goals.



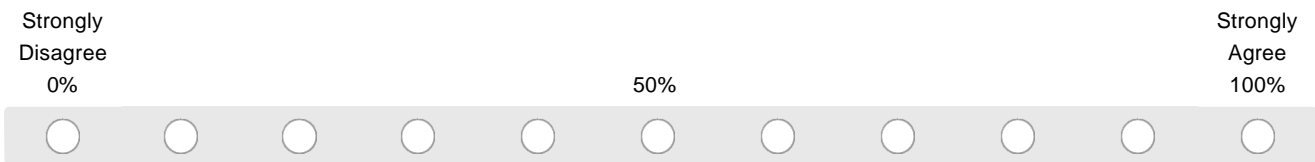
* 14. I am meeting the diverse needs of each and every student in my classroom.



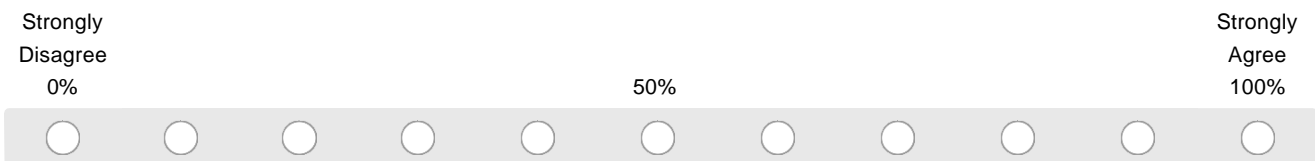
* 15. I see improved student outcomes as a result of my efforts.



* 16. As a result of the coaching, I have higher academic expectations in literacy for all students.



* 17. As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors).



* 18. Recognizing that other factors may have influenced your improved instructional practices in addition to coaching, please identify other factors that may have contributed to this performance.

* 19. I would like to expand my learning in the following area(s):

* 20. Were there any questions in this survey that should be modified to make it easier for others to understand? If yes, what would you recommend?

* 21. Are there any suggestions you have to improve the overall embedded coaching experience?

Embedded Coach Program Teacher Perception Survey – Open Ended Responses

Open Ended Response - Question 18

Recognizing that other factors may have influenced your improved instructional practices in addition to coaching, please identify other factors that may have contributed to this performance.

Answer Options	Response Count
	101
<i>answered question</i>	101
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Feb 21, 2017 9:49 PM	Much of this is already part of our curriculum, so it's been more of an added "bonus"
2	Feb 3, 2017 11:51 PM	Master's degree, experience, knowledge of language acquisition
3	Feb 3, 2017 12:54 AM	Collaboration with my teammate
4	Feb 2, 2017 8:47 PM	Additional training practices of Researched Based language programs. Such as, Orton Gillingham Reading Program,

		which helps determine student's ability for learning. Also, it helped some students see patterns to help with spelling.
5	Feb 2, 2017 8:05 PM	Orton Gillingham training was the only aspect that was extremely helpful.
6	Feb 2, 2017 3:12 PM	OG Training
7	Feb 2, 2017 3:11 PM	O.G. training
8	Feb 2, 2017 2:23 PM	PLC
9	Feb 2, 2017 5:13 AM	OG was the best training! I wish this requirement all teachers. I'm so thankful for leaning opportunity!!
10	Feb 2, 2017 2:25 AM	Intervention
11	Feb 2, 2017 1:16 AM	og training -- resources --
12	Feb 2, 2017 12:05 AM	OG materials
13	Feb 1, 2017 10:59 PM	Working with our Title 1 teachers
14	Feb 1, 2017 10:40 PM	no
15	Feb 1, 2017 10:22 PM	Working closely with my team.
16	Feb 1, 2017 8:35 PM	My oral language instruction has mostly been influenced by my CLD studies.
17	Feb 1, 2017 8:25 PM	none
18	Feb 1, 2017 8:07 PM	I love our coaching! I have also found DIBELS to be extremely helpful in identifying student needs.
19	Feb 1, 2017 7:40 PM	No Before implementing SiMR, I had the opportunity to use another phonics curriculum that contains many of the same components. I believe that exposure and experience helped to learn and apply SiMR. In addition, I am confident that my special education background helped to individualize the curriculum based on individual needs.
20	Feb 1, 2017 7:39 PM	
21	Feb 1, 2017 4:41 PM	the scope and sequence
22	Feb 1, 2017 4:17 PM	na
23	Feb 1, 2017 4:11 AM	Knowledge of Teaching Partner, OG class.
24	Jan 31, 2017 8:25 PM	I really enjoyed the training we had this year regarding sound development and how certain spelling errors occur. Teacher knowledge of literacy instruction Teacher created lessons Small group literacy (ECAR)
25	Jan 31, 2017 6:57 PM	
26	Jan 31, 2017 6:41 PM	Working with the Orton Gillingham curriculum has improved my literacy practices.
27	Jan 31, 2017 6:15 PM	small group instruction, LETRS, Phonemic awareness booklet, para support, ESS teacher support, parent volunteers
28	Jan 31, 2017 4:55 PM	DIBELS, appropriate grouping, having the right materials to teach
29	Jan 31, 2017 2:17 PM	OG Training.
30	Jan 31, 2017 12:37 PM	support from co-workers Getting new students that have not started with the class.
31	Jan 31, 2017 3:27 AM	
32	Jan 31, 2017 2:56 AM	Interventionist
33	Jan 30, 2017 10:34 PM	Fluency reads for assessment purposes.

34	Jan 30, 2017 10:31 PM	Master's Degree in Reading
35	Jan 30, 2017 10:26 PM	The strategy works well
36	Jan 30, 2017 9:47 PM	Decoding strategies, picture walks and fluency.
37	Jan 30, 2017 8:29 PM	Many factors began before we had coaching, such as Title 1 services.
38	Jan 30, 2017 3:13 PM	student growth
39	Jan 30, 2017 12:14 AM	I have a small group of students this year and we are all starting in the same place.
40	Jan 29, 2017 10:26 PM	Comprehension and fluency practice in other areas of the day.
41	Jan 28, 2017 10:51 PM	Hands on experience during trainings as well as open communication with coach.
42	Jan 28, 2017 10:51 PM	Collaboration with other classroom teachers has contributed to improved instructional practices.
43	Jan 28, 2017 7:07 PM	I love the phonics routine.
44	Jan 27, 2017 7:28 PM	The OG materials. I have also had literacy training through multiple programs, curriculums, and research-based approaches to teaching and applying literacy instruction within my classroom.
45	Jan 27, 2017 4:18 PM	
46	Jan 27, 2017 5:14 AM	n/a
47	Jan 27, 2017 4:03 AM	My teammates, understanding how to implement OG strategies, and recognizing as a teacher that SIMR needs to be differentiated and is not a one size fits all.
48	Jan 27, 2017 3:49 AM	none
49	Jan 27, 2017 2:47 AM	I have three students that have excessive absences.
50	Jan 26, 2017 10:04 PM	This is my 18th year teaching. The last 5 years I have been in a TAP school. Their strategies are amazing, their expectations are higher, and their data analysis is awesome. I have been teaching first grade for over 20 years and feel that this program is only an organization and does not address the 5 components of literacy
51	Jan 26, 2017 8:08 PM	
52	Jan 26, 2017 7:36 PM	The trainings and my teaching experiences has helped me improve my teaching.
53	Jan 26, 2017 6:59 PM	_____ coaching us.
54	Jan 26, 2017 6:21 PM	I have taught for a long time and my expectations are already very high. SIMMER is just another way to teach phonics. Small class size is where a real difference is made in education. I am a seasoned teacher who has chosen to have extensive training and classes in all 5 components of literacy. My knowledge and instruction are based on years of learning and self-reflecting for improved instruction. I have received nothing new except an alternative way to streamline my instructional practice. The coaching has confirmed the strengths of my instruction, which is always a nice reinforcement, but I can't say the coaching has improved my literacy instruction.
55	Jan 26, 2017 3:32 PM	
56	Jan 26, 2017 3:16 PM	My own experiences Orton Gillingham, my teammates, PLC comprehension strategies, TAP coaching
57	Jan 26, 2017 2:17 PM	
58	Jan 26, 2017 1:48 PM	According to DIBELS data this year my instruction is less effective. For the first time in 3 years of teaching first grade my BOY to MOY scores have dropped. In the previous 2 years from BOY to MOY I had yellows go to green and reds go to yellow or even green. This year was the opposite and it was very disappointing.
59	Jan 26, 2017 5:11 AM	years of experience
60	Jan 26, 2017 3:14 AM	Additional past training experiences: SIPPS, Linda Mood Bell, Orton Gillingham, district literacy trainings

61	Jan 26, 2017 2:57 AM	Discussing new ideas and practices with my colleagues. Using student assessment to drive my instruction.
62	Jan 25, 2017 11:46 PM	There are many factors such as following the aligned curriculum, school coach, PLC work, PL, volunteers, and co-teaching.
63	Jan 25, 2017 9:00 PM	We have a great staff that is working together. I have some back ground in OG and LETRS.
64	Jan 25, 2017 7:19 PM	I have continued to read different resources to help improve upon my own instructional practices.
65	Jan 25, 2017 6:32 PM	Resources- sound/picture decks, online resources, resources provided by coach, etc.
66	Jan 25, 2017 6:19 PM	The coaching has been the most powerful part of my improved instructional practices. The planning template has also been a huge part of this success. The instructional map has been very helpful in guiding my instruction.
67	Jan 25, 2017 6:00 PM	Outside resources
68	Jan 25, 2017 5:59 PM	None.
		Availability of materials
		PLC work
69	Jan 25, 2017 4:13 PM	TLC coaching
70	Jan 25, 2017 2:44 PM	Additional worksheets to reinforce skills being taught.
71	Jan 25, 2017 2:32 PM	Previous OG training
72	Jan 25, 2017 2:29 PM	_____ is a great coach. She is kind and gives feedback as needed. I enjoy working with her because she creates a comfortable environment.
73	Jan 25, 2017 3:41 AM	The scope and sequence as well as the orton-gillingham routine as helped me deliver better instruction to my students. Scientifically Based Reading Instruction Pike's Peak Literacy
74	Jan 25, 2017 3:30 AM	LETRS Training Working closely with teammate Trainings in the program
75	Jan 25, 2017 3:28 AM	Teacher Facebook group -using fidelity to enhance program implementation
76	Jan 25, 2017 2:37 AM	
77	Jan 25, 2017 1:40 AM	LETRS training
78	Jan 25, 2017 1:30 AM	The OG training I received.
79	Jan 25, 2017 12:22 AM	Trainings, research, instructional coach at my school, paraprofessional help and specialist help.
80	Jan 25, 2017 12:04 AM	I feel that I had a very strong program in place
81	Jan 24, 2017 11:44 PM	_____ support has improved my teaching, as well as the support of my teammates and my own research. Flooding groups and communication with teams throughout the building. MAPS testing to see weaknesses and strengths as well standards.
82	Jan 24, 2017 11:07 PM	I feel like SiMR does not teach to the child. I have differentiate in my small group reading and this is what I feel is most effective in my classroom in bringing the kids to where they need to be.
83	Jan 24, 2017 11:04 PM	
84	Jan 24, 2017 10:44 PM	?
85	Jan 24, 2017 9:15 PM	I think many of these questions are things that we were already doing as a staff (DATA conversations) and my instructional practice not just coaching. I think the scope and sequence has been the most helpful so I can make sure I

		am hitting all the areas of instruction to help with my students reading & writing.
86	Jan 24, 2017 9:08 PM	My routine has been a strength in this program.
87	Jan 24, 2017 8:59 PM	My years of experience.
88	Jan 24, 2017 8:52 PM	Foundations materials
89	Jan 24, 2017 8:49 PM	PLCs
90	Jan 24, 2017 8:13 PM	Observations of other teachers, PD outside of school.
91	Jan 24, 2017 7:57 PM	I have taken other professional developments that have helped with reading practices. Following the program with fidelity
92	Jan 24, 2017 7:11 PM	Previous education on the five components
93	Jan 24, 2017 7:03 PM	seminar on phonics in the fall
94	Jan 24, 2017 6:19 PM	In building coaching I attribute our high mid-year test scores to a combination of the coaching, the opportunity to plan, and the routine of the program. I feel my students have a much deeper understanding of letters and sounds, and their confidence in tapping out words has drastically increased.
95	Jan 24, 2017 6:17 PM	
96	Jan 24, 2017 4:10 PM	I was a Colorado Reading First teacher when I first began teaching so I use many of those techniques.
97	Jan 24, 2017 3:16 PM	The coaching has been extremely helpful!
98	Jan 24, 2017 2:44 PM	Overall I have felt very pleased with this performance. I feel as if any support I need it is given
99	Jan 24, 2017 2:06 PM	Other teachers in the school.
100	Jan 24, 2017 2:03 PM	Previous experience in literacy instruction.
101	Jan 23, 2017 11:03 PM	N/a

Open Ended Response – Question 19

I would like to expand my learning in the following area(s):

Answer Options	Response Count
	101
<i>answered question</i>	101
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Feb 21, 2017 9:49 PM	
2	Feb 3, 2017 11:51 PM	The transition period in 2nd and 3rd grade when readers understand at a deeper level and can analyze text
3	Feb 3, 2017 12:54 AM	Nothing I can think of
4	Feb 2, 2017 8:47 PM	Yes, How do I get my struggling readers to apply what they learned using a language based program such as Orton Gillingham into their reading?
5	Feb 2, 2017 8:05 PM	I would like to learn more about small group instruction and strategies to use while teaching small group instruction.
6	Feb 2, 2017 3:12 PM	more syllable training
7	Feb 2, 2017 3:11 PM	More training with syllabication
8	Feb 2, 2017 2:23 PM	Morphology
9	Feb 2, 2017 5:13 AM	Continue improve my small group planning and record keeping
10	Feb 2, 2017 2:25 AM	How to differentiate in dictation?
11	Feb 2, 2017 1:16 AM	morphology
12	Feb 2, 2017 12:05 AM	Developmental reading strategies.
13	Feb 1, 2017 10:59 PM	Integrating literacy, math, and content in lessons
14	Feb 1, 2017 10:40 PM	no
15	Feb 1, 2017 10:22 PM	Phonics knowledge so I can better help my students.
16	Feb 1, 2017 8:35 PM	Writing across the contents
17	Feb 1, 2017 8:25 PM	IEP needs
18	Feb 1, 2017 8:07 PM	N/A
19	Feb 1, 2017 7:40 PM	How to best meet the needs of our identified special education population.
20	Feb 1, 2017 7:39 PM	I would like to expand my learning in finding structured books within our school's resource room. I find that there are many brilliant books in the room that can be useful in the SiMR program.
21	Feb 1, 2017 4:41 PM	decoding
22	Feb 1, 2017 4:17 PM	I would like more teaching on the correct way to teach the spelling patterns, to make sure everyone is using common language.

23	Feb 1, 2017 4:11 AM	OG
24	Jan 31, 2017 8:25 PM	I would like to learn more about vocabulary and background knowledge, and how they contribute to reading growth.
25	Jan 31, 2017 6:57 PM	examples of SiMR lessons being taught in a different classroom
26	Jan 31, 2017 6:41 PM	Small group instruction and meeting the needs of those higher learners.
27	Jan 31, 2017 6:15 PM	Watch another teacher teach SiMR who has had success
28	Jan 31, 2017 4:55 PM	Transferring my new knowledge of SiMR into writing. Dyslexia, I would love to have some training in this area to be able to better understand my students and be able to recognize the signs.
29	Jan 31, 2017 2:17 PM	scope and sequence
30	Jan 31, 2017 12:37 PM	building words, assessments, helping students with writing their own sentences.
31	Jan 31, 2017 3:27 AM	Engagement during SiMR
32	Jan 31, 2017 2:56 AM	I would like to be able to further help my low English speaking students' progress with dictation.
33	Jan 30, 2017 10:34 PM	How to teach decoding for two and three syllable words. Should we sweep or chunk the syllables?
34	Jan 30, 2017 10:31 PM	pacing
35	Jan 30, 2017 10:26 PM	Additional guided reading practices.
36	Jan 30, 2017 9:47 PM	I would like refresher training for SiMR and/or OG.
37	Jan 30, 2017 8:29 PM	phonics and handwriting
38	Jan 30, 2017 3:13 PM	I would like more coaching about how we can get students into text right after the OG therapy. Should we create our own.. Are there passages somewhere that are aligned with our scope and sequence?
39	Jan 30, 2017 12:14 AM	comprehension
40	Jan 29, 2017 10:26 PM	Letter/sound recognition and activating prior knowledge in regard to lower performing students.
41	Jan 28, 2017 10:51 PM	LETRS
42	Jan 28, 2017 10:51 PM	Orton Gillingham full phonics training
43	Jan 28, 2017 7:07 PM	Reading Groups
44	Jan 27, 2017 7:28 PM	I am always open to locating and researching supplemental activities to extend student learning and application.
45	Jan 27, 2017 4:18 PM	small group phonics reteaching
46	Jan 27, 2017 5:14 AM	Comprehension strategies that help my students learn how to think on their own and understand the text.
47	Jan 27, 2017 4:03 AM	reading instruction
48	Jan 27, 2017 3:49 AM	more details about scope and sequence
49	Jan 27, 2017 2:47 AM	How can I support the other grades
50	Jan 26, 2017 10:04 PM	How this program addresses the five components of reading.
51	Jan 26, 2017 8:08 PM	I would like to be able to work more on comprehension and fluency.
52	Jan 26, 2017 7:36 PM	Second language learners.
53	Jan 26, 2017 6:59 PM	Behavioral techniques
54	Jan 26, 2017 6:21 PM	Due to the length of time it takes to properly implement these strategies, I would like more training for newer teachers on the comprehension component of reading using the Colorado Academic standards
55	Jan 26, 2017 3:32 PM	

		The next time this framework is modeled, it would be nice if the complete sequence from beginning, middle, to end of year were available. It also might be helpful to have an assistant coach at schools where teachers are struggling.
56	Jan 26, 2017 3:16 PM	That way, all the coaches efforts are not spent with the struggling teachers
57	Jan 26, 2017 2:17 PM	Writing
58	Jan 26, 2017 1:48 PM	Writing Workshop--teaching authentic writing more effectively.
59	Jan 26, 2017 5:11 AM	what to say to make it easier for my students to understand rules on the back of the sound cards
60	Jan 26, 2017 3:14 AM	Strategies for improving student oral reading fluency.
61	Jan 26, 2017 2:57 AM	I am always looking for ways to make learning more fun for my students. I want to engage them so they do not get bored doing the same thing day after day.
62	Jan 25, 2017 11:46 PM	Not sure
63	Jan 25, 2017 9:00 PM	I would like to be trained in OG.
64	Jan 25, 2017 7:19 PM	I would like to expand my learning in understanding more about reading levels and completing running records.
65	Jan 25, 2017 6:32 PM	Small group instruction ideas to keep students engaged I am hoping to improve on my pace, continuing to improve the way I use formative assessment, and how I implement this work into my small group instruction.
66	Jan 25, 2017 6:19 PM	none
67	Jan 25, 2017 6:00 PM	Leadership, Coaching, Intervention
68	Jan 25, 2017 5:59 PM	vocabulary and comprehension
69	Jan 25, 2017 4:13 PM	OG training with Ron Yoshimoto
70	Jan 25, 2017 2:44 PM	Better differentiating
71	Jan 25, 2017 2:32 PM	I just got some more SIMR materials, so I would like a review on using those.
72	Jan 25, 2017 2:29 PM	I would like to work more on the scope and sequence and how you fit it all into one 45 minute period. I would also like to expand my learning on immediate feedback throughout the lesson.
73	Jan 25, 2017 3:41 AM	Spelling and Writing
74	Jan 25, 2017 3:30 AM	Continue to improve reading instruction
75	Jan 25, 2017 3:28 AM	Writing instruction for kindergarten -build/increase students vocabulary
76	Jan 25, 2017 2:37 AM	-increase comprehension
77	Jan 25, 2017 1:40 AM	Additional LETRS training
78	Jan 25, 2017 1:30 AM	Advanced OG training
79	Jan 25, 2017 12:22 AM	How to meet the needs of students well below grade level.
80	Jan 25, 2017 12:04 AM	writing the lesson plans
81	Jan 24, 2017 11:44 PM	How to better teach children with language and developmental delays.
82	Jan 24, 2017 11:07 PM	How to help students with processing issues.
83	Jan 24, 2017 11:04 PM	It would be nice to watch someone do this program with little ones and be able to do it in the 30 minute time slot.
84	Jan 24, 2017 10:44 PM	Unknown at this time.
85	Jan 24, 2017 9:15 PM	Ways to have students practice concepts during independent work.

86	Jan 24, 2017 9:08 PM	sentence dictation.
87	Jan 24, 2017 8:59 PM	Writing
88	Jan 24, 2017 8:52 PM	Data interpretation, variety of formative assessment techniques, differentiation
89	Jan 24, 2017 8:49 PM	NA
90	Jan 24, 2017 8:13 PM	I feel like I need to add more comprehension skills as I move forward this year.
91	Jan 24, 2017 7:57 PM	Small group instruction lesson plans.
92	Jan 24, 2017 7:11 PM	How to teach with fidelity at a PERKY PACE :)
93	Jan 24, 2017 7:03 PM	challenging gifted kids
94	Jan 24, 2017 6:19 PM	Teaching small group reading while managing the rest of the class.
95	Jan 24, 2017 6:17 PM	I would like to learn how to tie in sight words to this current curriculum.
96	Jan 24, 2017 4:10 PM	I am always willing to learn and better myself as a teacher, coach, and administrator.
97	Jan 24, 2017 3:16 PM	Small group instruction.
98	Jan 24, 2017 2:44 PM	data driven reading groups
99	Jan 24, 2017 2:06 PM	Math, science, social studies.
100	Jan 24, 2017 2:03 PM	Meeting the needs of students with speech/oral needs.
101	Jan 23, 2017 11:03 PM	Reading Centers

Open Ended Response – Question 20

Were there any questions in this survey that should be modified to make it easier for others to understand? If yes, what would you recommend?

Answer Options	Response Count
	101
<i>answered question</i>	101
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Feb 21, 2017 9:49 PM	No
2	Feb 3, 2017 11:51 PM	some things were improved or changed not as a direct result of coaching It was difficult to answer the questions that stated "As a result of the coaching" because my strength in those areas weren't necessarily due to the coaching.
3	Feb 3, 2017 12:54 AM	
4	Feb 2, 2017 8:47 PM	No
5	Feb 2, 2017 8:05 PM	There should be a question on whether the coach was respectful, clear, supportive and consistent.

6	Feb 2, 2017 3:12 PM	no
7	Feb 2, 2017 3:11 PM	No
8	Feb 2, 2017 2:23 PM	None
9	Feb 2, 2017 5:13 AM	No
10	Feb 2, 2017 2:25 AM	No
11	Feb 2, 2017 1:16 AM	no
12	Feb 2, 2017 12:05 AM	no
13	Feb 1, 2017 10:59 PM	Questions 6-9 could be easier to understand if you said "more effective" rather than just effective
14	Feb 1, 2017 10:40 PM	no
15	Feb 1, 2017 10:22 PM	N/A
16	Feb 1, 2017 8:35 PM	No
17	Feb 1, 2017 8:25 PM	no
18	Feb 1, 2017 8:07 PM	No
19	Feb 1, 2017 7:40 PM	No
20	Feb 1, 2017 7:39 PM	No.
21	Feb 1, 2017 4:41 PM	No
22	Feb 1, 2017 4:17 PM	no
23	Feb 1, 2017 4:11 AM	N/A
24	Jan 31, 2017 8:25 PM	n/a
25	Jan 31, 2017 6:57 PM	no
26	Jan 31, 2017 6:41 PM	None
27	Jan 31, 2017 6:15 PM	no
28	Jan 31, 2017 4:55 PM	no
29	Jan 31, 2017 2:17 PM	No
30	Jan 31, 2017 12:37 PM	no
31	Jan 31, 2017 3:27 AM	I feel that we haven't really focus on how to teaching oral language effectively.
32	Jan 31, 2017 2:56 AM	No
33	Jan 30, 2017 10:34 PM	No.
34	Jan 30, 2017 10:31 PM	N/A
35	Jan 30, 2017 10:26 PM	no
36	Jan 30, 2017 9:47 PM	No
37	Jan 30, 2017 8:29 PM	The questions that began with "as a result of the coaching" I marked a lower percentage due to the fact that I was already doing these things before coaching. I feel I was an effective teacher and I had high academic standards before the coaching. The coaching has just helped with the program knowledge and practice. I am very happy with our coach and she has helped in many ways. But the questions need to be reworded if you are wanting more coaching details.

38	Jan 30, 2017 3:13 PM	no
39	Jan 30, 2017 12:14 AM	no
40	Jan 29, 2017 10:26 PM	n/a
41	Jan 28, 2017 10:51 PM	None
42	Jan 28, 2017 10:51 PM	no
43	Jan 28, 2017 7:07 PM	No
44	Jan 27, 2017 7:28 PM	#2 - I was not sure which materials - the OG materials or the Decodable Readers.
45	Jan 27, 2017 4:18 PM	There are no questions that I can refer to that need modification.
46	Jan 27, 2017 5:14 AM	no
47	Jan 27, 2017 4:03 AM	I believe that the questions could be clearer. I had to strongly disagree because of the phrase, "As a result of the coaching". Also, SIMR has nothing to do with many of the questions asked in this survey.
48	Jan 27, 2017 3:49 AM	no none
49	Jan 27, 2017 2:47 AM	
50	Jan 26, 2017 10:04 PM	Some of the questions didn't have to do with the SIMR strategy or coaching. example: SIMR is a reading strategy, not a comprehension strategy. It doesn't help me effectively teach the five components of literacy.
51	Jan 26, 2017 8:08 PM	All I do for kids in my class affects their learning. I have feel it is very hard to give credit solely to the coaching for the growth that was made. I only met with coaches 3 times due to extended illness issues.
52	Jan 26, 2017 7:36 PM	The coaching has helped answer a few questions but it hasn't helped me differentiate my lessons and the lesson plan for SIMR is directed more towards small group than whole group.
53	Jan 26, 2017 6:59 PM	The one about diversity.
54	Jan 26, 2017 6:21 PM	We have had many different reading programs and training. SIMMER is just one more piece in our tool box not a miracle. So don't use "as a result of coaching" over and over.
55	Jan 26, 2017 3:32 PM	The questions are very clear, however adding "as a result of the coaching" changes it drastically for me. I currently enjoy discussions with the coach but the discussions haven't changed my instructional practice because I am well trained and have implemented such strategies in my classroom. The coach has confirmed this during our discussions.
56	Jan 26, 2017 3:16 PM	none
57	Jan 26, 2017 2:17 PM	Being able to read data. I said yes, but I knew how to read data before entering into SIMR so I didn't know if I should put 0. More short response questions. This is too complicated to accurately convey my experiences this year using a strongly disagree to strongly agree format. It would be good to have questions about how we feel about the routine and the scope/sequence. In my opinion the first grade scope/sequence is too fast with not nearly enough time for mastery. When I used Foundations I had time for pretests and post tests and these showed growth (although never as much as I wanted)---average growth from pretest to post test last year with Foundations was 50%. This year the growth is dismal. The students do not have the time they need to master new learning. I'm wondering if it would have made sense to start with first grade next year as the incoming students would have had more learning at the start. The routine takes a lot longer than half an hours and my small group instruction time is much too short. As changing from Foundations to SiMR this year is the only difference I'm wondering if my MOY scores dropping are due at least in part
58	Jan 26, 2017 1:48 PM	

to this change. It is also strange that last year I had a bigger class--27 students, only 5 were at grade level according to TRC 3D...many at a pre K level, 2 of my students were violent, throwing their desks over, yelling, kicking in bookshelves, etc almost daily, with many more students with severe behavioral issues. Last year I had only 30 minutes/day para time and my BOY-MOY scores went up even though a good part of our day was about staying safe. This year I have 23 students/class, they began the year higher in reading than last year's class, none are violent, and I have reading specialist support for one hour per day. It is very confusing why, with and easier, higher class and so much more support, my scores dropped for the first time.

- 59 Jan 26, 2017 5:11 AM no
- 60 Jan 26, 2017 3:14 AM None.
- 61 Jan 26, 2017 2:57 AM No.
- 62 Jan 25, 2017 11:46 PM No
- 63 Jan 25, 2017 9:00 PM no
- 64 Jan 25, 2017 7:19 PM I feel no questions in this survey should be modified.
- 65 Jan 25, 2017 6:32 PM No
- 66 Jan 25, 2017 6:19 PM no
- 67 Jan 25, 2017 6:00 PM none
- 68 Jan 25, 2017 5:59 PM No.
- 69 Jan 25, 2017 4:13 PM no
- 70 Jan 25, 2017 2:44 PM No
- 71 Jan 25, 2017 2:32 PM NA
- 72 Jan 25, 2017 2:29 PM No
- 73 Jan 25, 2017 3:41 AM no
- 74 Jan 25, 2017 3:30 AM #10 Formative Assessment: This is on the list for coaching moments coming up. It has been alluded to and briefly discussed, but there must be more to come. We jot little notes and make mental notes, but our coach has a form to show us apparently.
Not sure if I like "as a result of the coaching" because a lot of those I could do already, but the coaching may have helped those areas be a little stronger.
- 75 Jan 25, 2017 3:28 AM
- 76 Jan 25, 2017 2:37 AM no
- 77 Jan 25, 2017 1:40 AM no
- 78 Jan 25, 2017 1:30 AM No.
- 79 Jan 25, 2017 12:22 AM No
- 80 Jan 25, 2017 12:04 AM no
- 81 Jan 24, 2017 11:44 PM You might want better wording on some of the middle questions: "As a result of the coaching, I can teach written language." My answer either tells you I cannot teach that area, or that the coaching did not help me improve in my teaching in that area. You really can't know which is my answer due to the wording of the question.
- 82 Jan 24, 2017 11:07 PM No
- 83 Jan 24, 2017 11:04 PM No

84	Jan 24, 2017 10:44 PM	I honestly do not like how the questions are worded. Are you wanting to know about the SIMR program OR the coach that comes with it and their instruction. I think this can be interpreted WRONG VERY EASILY!
85	Jan 24, 2017 9:15 PM	I was confused about some of the questions just increasing instructional practice or if you truly wanted to know if it was due to coaching.
86	Jan 24, 2017 9:08 PM	no
87	Jan 24, 2017 8:59 PM	No
88	Jan 24, 2017 8:52 PM	no
89	Jan 24, 2017 8:49 PM	NA
90	Jan 24, 2017 8:13 PM	no
91	Jan 24, 2017 7:57 PM	none
92	Jan 24, 2017 7:11 PM	Question 18 should be modified to say, "What factors other than the coaching have contributed to the performance of your students?"
93	Jan 24, 2017 7:03 PM	pace of coaching was unclear
94	Jan 24, 2017 6:19 PM	No
95	Jan 24, 2017 6:17 PM	Most of the coaching is done informally - I would love to provide feedback about the actual program in addition to the coach.
96	Jan 24, 2017 4:10 PM	Not to my knowledge.
97	Jan 24, 2017 3:16 PM	Nothing
98	Jan 24, 2017 2:44 PM	no
99	Jan 24, 2017 2:06 PM	n/a
100	Jan 24, 2017 2:03 PM	No
101	Jan 23, 2017 11:03 PM	N/a

Opened Ended Response – Question 21

Are there any suggestions you have to improve the overall embedded coaching experience?

Answer Options	Response Count
	101
<i>answered question</i>	101
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Feb 21, 2017 9:49 PM	No
2	Feb 3, 2017 11:51 PM	Build relationships first, be clear and to the point with communication. Understand different learning styles of

adults and use good teaching strategies with mentees. Acknowledge and value other input and build into coaching successes with clear goals and a direct focus but not losing sight of the whole goal. Build areas of strength and areas of growth in goal setting for teachers so they can grow personally and professionally.

- | | | |
|----|-----------------------|--|
| 3 | Feb 3, 2017 12:54 AM | No |
| 4 | Feb 2, 2017 8:47 PM | No |
| 5 | Feb 2, 2017 8:05 PM | It would be helpful if the coach shows respect to all of the teachers and students. Being clear, consistent and respectful of the students and teachers (especially their limited time) would be helpful. |
| 6 | Feb 2, 2017 3:12 PM | no |
| 7 | Feb 2, 2017 3:11 PM | No |
| 8 | Feb 2, 2017 2:23 PM | Not at this time. |
| 9 | Feb 2, 2017 5:13 AM | Not at time. I'm so thankful for opportunity and my work with _____. She been amazing and has truly helped grow an educator. |
| 10 | Feb 2, 2017 2:25 AM | My coaching experience has been awesome. |
| 11 | Feb 2, 2017 1:16 AM | was a great learning experience for a first time elementary teacher --after a year and a half I feel 1,000 times more confident |
| 12 | Feb 2, 2017 12:05 AM | Active listening and respect the needs of the classroom (students and teachers). |
| 13 | Feb 1, 2017 10:59 PM | No. |
| 14 | Feb 1, 2017 10:40 PM | no |
| 15 | Feb 1, 2017 10:22 PM | N/A |
| 16 | Feb 1, 2017 8:35 PM | I have had a great experience with the literacy coaching experience. My understanding of early literacy, which students can access which texts, and my daily literacy instruction have been greatly and positively influenced. |
| 17 | Feb 1, 2017 8:25 PM | no |
| 18 | Feb 1, 2017 8:07 PM | No, it is great! :) |
| 19 | Feb 1, 2017 7:40 PM | We will miss you! |
| 20 | Feb 1, 2017 7:39 PM | Structured literacy books that align with SiMR's scope and sequence would make this curriculum much easier and smoother to implement. |
| 21 | Feb 1, 2017 4:41 PM | Clear expectations of HOW to teach from the scope and sequence and lesson plan sheet in written form |
| 22 | Feb 1, 2017 4:17 PM | no, it has been nice. |
| 23 | Feb 1, 2017 4:11 AM | I wish there would have been more time for one on one time with my coach for specific feedback and coaching. |
| 24 | Jan 31, 2017 8:25 PM | n/a |
| 25 | Jan 31, 2017 6:57 PM | More consistency between classroom expectations while using the program. It would be beneficial to have each classroom using the same materials for the SiMR lessons. |
| 26 | Jan 31, 2017 6:41 PM | None |
| 27 | Jan 31, 2017 6:15 PM | consistency |
| 28 | Jan 31, 2017 4:55 PM | Just having the opportunity to see other teachers in action modeling the SiMR lessons. |
| 29 | Jan 31, 2017 2:17 PM | My coach has been wonderful and is always willing to help out. |
| 30 | Jan 31, 2017 12:37 PM | no, I have had a good coaching experience |

- 31 Jan 31, 2017 3:27 AM I would like to watch my coach teach some lessons.
- 32 Jan 31, 2017 2:56 AM No
- 33 Jan 30, 2017 10:34 PM I think it's fantastic! _____ is approachable, crystal clear with communication, and very resourceful.
- 34 Jan 30, 2017 10:31 PM Perhaps implement running records to help progress monitor each new sound.
- 35 Jan 30, 2017 10:26 PM no
- 36 Jan 30, 2017 9:47 PM We could use a smaller and easier to follow Scope and Sequence.
The process has been overwhelming, not the coaching, just the process of a new program implementation. I have been very happy with our coach and her support.
- 37 Jan 30, 2017 8:29 PM
- 38 Jan 30, 2017 3:13 PM no
Maybe more modeling of what is expected. It seems we had two different trainings and they are a bit different than the other.
- 39 Jan 30, 2017 12:14 AM
- 40 Jan 29, 2017 10:26 PM Familiarity with the in school assessments that are not DIBELS or any other fluency based assessment.
- 41 Jan 28, 2017 10:51 PM None
- 42 Jan 28, 2017 10:51 PM ?
- 43 Jan 28, 2017 7:07 PM No
- 44 Jan 27, 2017 7:28 PM No, she is wonderful! Extremely available and extremely helpful:)
For the time allotted for our specific coach within our building, the availability is ideal, however it would be beneficial to have the coach available one extra half day to be able to provide observational feedback for our entire literacy block as opposed to having to split her time amongst three classes on day (all share same literacy block) and then two others the second day (both same literacy block). The coach in our building is very flexible however, I just feel like this is out of the consideration of the coaches and allowing them be able to effectively utilize their time.
- 45 Jan 27, 2017 4:18 PM
- 46 Jan 27, 2017 5:14 AM no
We do not need coaches every single week. It is difficult to test the suggestions of the coaches in only four instruction days. As teachers, we are continually changing our teaching and it can take numerous days to effectively carry out a strategy.
- 47 Jan 27, 2017 4:03 AM
- 48 Jan 27, 2017 3:49 AM no
Set book of possible lessons in proper scope and sequence would be helpful. Teachers could then modify them slightly as needed to meet student needs instead of inventing them from scratch in full.
- 49 Jan 27, 2017 2:47 AM Please make sure your coaches have a good understanding of the school they are in and are a good fit in the school.
- 50 Jan 26, 2017 10:04 PM I feel that creating a first 30 day lesson plan would help teacher that are new to the program focus on the program. Then continue on their own. Also I feel a video of how each letter is introduced would be helpful. Lastly it would be nice to have some sort of baseline to know where to start a new student that joins your school and tips as when to start dropping picture cards, sound card and keeping blends and sound cards separate.
- 51 Jan 26, 2017 8:08 PM I feel that it needs to have more directed manual where it tells you when you can take out sound cards that they have mastered or when to make the lesson more challenging for the students.
- 52 Jan 26, 2017 7:36 PM
- 53 Jan 26, 2017 6:59 PM More coaching in writing in kindergarten.

- 54 Jan 26, 2017 6:21 PM _____ has been a great coach. One person can only spread themselves so far.
As a teacher, I continually assess and modify my instruction based on my student's needs. I consistently differentiate for my students. I think it should be the same for coaches and the teachers they support. I don't need a weekly observation and meeting about the strategy. The things I have been coached on or questions I have had, can easily be added into a clearer strategy instructional manual. Although the manual is clearly written, it is written for tutoring one on one, and not for a whole class of different leveled learners. It doesn't add or delete certain practices within the strategy when the majority of the students have hit a particular target in their learning.
- Also, the training and coaching has been mostly about instructional implementation of phonics, fluency and vocabulary. There is none when it comes to comprehension and this highly concerns me when it comes to the newer teacher support and the Colorado Academic standards. Saying that this targets all 5 components of literacy is extremely misleading.
- 55 Jan 26, 2017 3:32 PM
- 56 Jan 26, 2017 3:16 PM See 19
- 57 Jan 26, 2017 2:17 PM Watching every other week, especially later in the year.
Our coach, _____, is amazing. Her knowledge of the English language and phonics is incredible. She is always willing to roll her sleeves up and get to work by modeling the routine, progress monitoring students, and making materials to improve classroom management and to use in instruction. She knows all of our students' names, which is amazing as she works with probably over 300 students. _____ is always willing to listen to concerns and help us problem solve. She is wonderful and I appreciate her support and coaching so much.
- 58 Jan 26, 2017 1:48 PM
- 59 Jan 26, 2017 5:11 AM no
- 60 Jan 26, 2017 3:14 AM Our experience with _____ is going extremely well. She is has been an excellent coach.
I feel like there is conflicting information given to different teachers about what is expected. When I talk to other teachers, their expectations from the coach are different from mine. I want to know exactly what I should be including in my lesson plans (how many words to read, spell, etc). I would also like to know which scope and sequence to follow as we have been given several and they don't agree.
- 61 Jan 26, 2017 2:57 AM
- 62 Jan 25, 2017 11:46 PM I think the coaching is going well.
I think next year will be easier and more successful because we will start everything at the beginning of the year. It was hard on teachers and students when we kept having to change and/or add things to our routine and schedule. Our coach has been great and very supportive, and I know this was not her fault.
- 63 Jan 25, 2017 9:00 PM
- 64 Jan 25, 2017 7:19 PM I don't have any suggestions to improve the overall embedded coaching experience.
- 65 Jan 25, 2017 6:32 PM Not at the moment
- 66 Jan 25, 2017 6:19 PM Not really. This experience has been very helpful to me and I have gained a lot knowledge because of it.
- 67 Jan 25, 2017 6:00 PM Regular data meetings to include all involved
I would love to have regular data meetings. If we were able to create a schedule for meeting and looking through data with every stakeholder would benefit professional growth and development.
- 68 Jan 25, 2017 5:59 PM
- 69 Jan 25, 2017 4:13 PM We love _____!!!!
- 70 Jan 25, 2017 2:44 PM No
- 71 Jan 25, 2017 2:32 PM It seems like she is never satisfied.

- 72 Jan 25, 2017 2:29 PM No
- 73 Jan 25, 2017 3:41 AM Our coach was very approachable and came with immediate feedback each time she observed. Her suggestions were helpful as well.
- 74 Jan 25, 2017 3:30 AM Supply materials and resources at the beginning of the school year. Plan to do a demonstration in the classroom early on. Perhaps more than one would be best. Use more of the individual coaching--one on one. Do fewer team meetings because there are too many questions and concerns to address in a short meeting. I think that literacy centers should be addressed as a grade level team--especially to help newer teachers. How about co-teaching rather than observation and note taking? Well, I am certain some observation and note-taking is necessary. Some teachers feel uncomfortable with three observers who are all taking notes at once. I like how she is very positive of me and encouraging. Will help out with questions I have. I think once she has more practice and works with more schools it will be better. We are somewhat learning together as we go. I would love to see other schools that are already successfully implementing the program.
- 75 Jan 25, 2017 3:28 AM no
- 76 Jan 25, 2017 2:37 AM no
- 77 Jan 25, 2017 1:40 AM no
- 78 Jan 25, 2017 1:30 AM I was deeply saddened to learn that Flynn will no longer be a part of the program. I have learned a tremendous amount about literacy, and teaching and learning in general from _____. I feel I have gained more knowledge thanks to _____ coaching in the past year and a half, especially the past semester after my switch to primary from intermediate, than I have in any other coaching/PD experience in my 19 years of teaching. I have no suggestions for improvement. I can't think of a better person to be a coach. My teaching practices will be forever changed thanks to _____.
- 79 Jan 25, 2017 12:22 AM I haven't received very much coaching, instead we have been given the scope and sequence and get observed from time to time. I believe our coach is going to begin to do more coaching now.
- 80 Jan 25, 2017 12:04 AM I feel that all materials should be provided for us. We shouldn't have to come up with it on our own
- 81 Jan 24, 2017 11:44 PM I would like to meet during my planning time less often. It takes up a large portion of my time and is not worth that time.
- 82 Jan 24, 2017 11:07 PM No
- 83 Jan 24, 2017 11:04 PM I feel like the beginning training that we had, was very helpful. Now I feel like one week I am told to change my lesson one way and the next week when I do it that way, I am told to do it the other way. I also feel like some of the expectations for Kindergarten are not what the state standards say and that this program only teaches to the bottom of the pyramid and leaves the other 15% in material that is over their heads. It also does not focus on phonemic awareness, where Kinder should start out. It jumps right into phonics and does not give the time for teacher modeling that Kinder needs. I do, We do, You do!
- 84 Jan 24, 2017 10:44 PM I have to share my coach with 2 other teachers and only get one day a week. We all teach phonics at the same time. If this is truly meant to be a coaching cycle program, we DO try to follow up every day that she is here, but she is only in my classroom approx 1 a month to see how the program is going and watching my students in action. To me, coaching is more visible and reflective.....This is not possible when you have to share the coach AND have such a limited window. Our coach does a great job for what she is at school for.
- 85 Jan 24, 2017 9:15 PM It would be helpful if the coaches had more knowledge and information around our grade level CAP and district expectations & planning.
- 86 Jan 24, 2017 9:08 PM giving more positive feedback and meet less unless there is a concern.

87	Jan 24, 2017 8:59 PM	No I would appreciate it if coaches were more familiar with resources already used in the school and the systemic language that accompanies them from grade to grade. Using a familiar resource and aligning it to the scope
88	Jan 24, 2017 8:52 PM	and sequence would be more helpful.
89	Jan 24, 2017 8:49 PM	NA No, every time I had a question or a concern I felt I could go to _____. She went beyond what I expected her to do when I asked for help. She always had suggestions, or new ways to try things. I feel like my students are better off this year using this program. I have seen so much growth in all of my students. This has helped me push myself to do better in many areas as well.
90	Jan 24, 2017 8:13 PM	
91	Jan 24, 2017 7:57 PM	none No suggestions -
92	Jan 24, 2017 7:11 PM	_____ has done an excellent job!
93	Jan 24, 2017 7:03 PM	needs to be less frequent and more positive
94	Jan 24, 2017 6:19 PM	No
95	Jan 24, 2017 6:17 PM	Earlier training for participants, continued PD for participants. Not at this time... I feel that ____ has handled some very difficult situations beautifully. I myself have learned a ton from her leadership skills in dealing with staff that does not want to change.
96	Jan 24, 2017 4:10 PM	
97	Jan 24, 2017 3:16 PM	Maybe having her five days a week.
98	Jan 24, 2017 2:44 PM	no
99	Jan 24, 2017 2:06 PM	n/a
100	Jan 24, 2017 2:03 PM	No, _____ has been great!
101	Jan 23, 2017 11:03 PM	N/a

Appendix V – Literacy Evaluation Tool

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Universal Instruction: There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards (CAS).						
Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	Students receive at least 90 minutes of research based reading instruction daily.	(This shaded section indicates questions that are included on “short form”)				
2	The 5 components of literacy are taught in a systematic and explicit manner utilizing a research based scope and sequence, with an appropriate depth and complexity.					
3	Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.					
4	Teachers incorporate use of the Colorado Academic Standards related to literacy in their daily instruction.					
5	Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.					
6	Literacy is taught daily in both differentiated whole group and small group formats based on students’ needs.					
7	Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.					
8	Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.					
9	Instructional conversations routinely take place among instructional coach/ principal, interventionists, and classroom teachers after each interim assessment.					
10	High-quality research based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.					
11	Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.					
Totals:			0	0	0	0

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Interventions – Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency.

Evaluation Criteria		Documentation of Evidence				Date	Date	Date	Date
1	Students who are below benchmark receive an additional 20-40 minutes of literacy instruction per day that is based on the identified need of the student.	(This shaded section indicates questions that are included on “short form”)							
2	Focus of intervention changes based on information gleaned from most recent progress monitoring assessment.								
3	Students who are above grade level should receive daily extended learning opportunities or acceleration as needed.								
4	Interventions are focused, with no more than one targeted skill/concept, and delivered with an intensity to ensure student mastery of the skill/concept.								
5	Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.								
6	READ Plans are written in a manner that targets students’ identified needs based on the interim and diagnostic assessment data for each student.								
7	Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students’ needs, and aligned with core/universal programming.								
8	Students who are below grade level but not eligible for READ plans are considered through the RtI process.								
Totals:					0	0	0	0	

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Assessment: Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level.

Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.	(This shaded section indicates questions that are included on "short form")				
2	Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).					
3	Within the first 30 days of enrollment, an interim assessment is used as a screener to identify students who are reading above and below expectations based on established goals for the interim assessment. Students who are determined to read below established goals are given a progress monitoring assessment within another 30 days to determine whether or not a Significant Reading Deficiency (SRD) exists. Upon determination of an SRD, READ plans are immediately developed in collaboration with parents.					
4	Students identified as needing targeted and intensive interventions are progress monitored at a minimum every two weeks on a consistent basis.					
5	Students identified as having an SRD have been given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.					
6	Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.					
7	Students reading below level who do not qualify for a READ plan are further assessed to determine an instructional plan for meeting grade level proficiency.					
Totals:			0	0	0	0

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Professional Development: Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices.

Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	On-going, job-embedded professional learning is provided in many ways to meet varying staff needs.	(This shaded section indicates questions that are included on “short form”)				
2	PD is determined to be high quality and is research based. Staff knows the specific effectiveness behind the research.					
3	PD is aligned to the goals outlined in the school’s Unified Improvement Plan (UIP).					
4	School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School Leadership Team.					
5	School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.					
6	Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher’s usage.					
7	In order to establish trends, multiple sources of school data are used when planning and implementing professional development.					
8	PD changes classroom practices based on research and best practices with a rich understanding of the contexts in which these practices have been successful.					
9	Structures are in place for providing on-going, job-embedded professional development for new staff members.					
10	Professional development supports sustainability of school-wide systems for teaching literacy.					
Totals:			0	0	0	0

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Data-Based Decision Making: Improving literacy achievement is incumbent on discussion about the current state of literacy achievement. Discussions regarding literacy data must become a regular part of the school climate.						
Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.	(This shaded section indicates questions that are included on “short form”)				
2	Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.					
3	A data collection system is in place, and technology support is available for continuous access of the data system.					
4	The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.					
5	Teams use data, and the data are disaggregated by trends, sub-groups, and individual students.					
6	Team discusses instructional strategies based on an analysis of the data and commit to action steps.					
7	Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.					
Totals:			0	0	0	0

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.

Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.	(This shaded section indicates questions that are included on "short form")				
2	Parents of students with READ Plans are updated on progress regularly, and READ Plans are updated at least annually.					
3	Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.					
4	Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.					
5	Families and community members are welcomed as partners to maximize student literacy learning.					
6	Local resources that support literacy activities are recognized and encouraged.					
Totals:			0	0	0	0

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

School Leadership Team (SLT): An SLT serves the purpose of leading the school’s efforts to embed the essential components of reading instruction into all elements of the school’s structures and developing and updating the PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.

Evaluation Criteria		Documentation of Evidence	Date	Date	Date	Date
1	Dialogue of team meetings is focused on literacy instruction and is specific, attainable, and results oriented.	(No questions from this section are on the “short form”)				
2	Team’s focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.					
3	Team dialogue and exchange develops new team understandings about literacy for their school environment.					
4	School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year.					
5	Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.					
6	Members give both positive comments and constructive feedback for improvement.					
7	Members complete tasks effectively and on schedule.					
8	Members place highest priority on team/school success.					
9	Members hold each other accountable for their performance and for results.					
10	Team has well-defined and attainable literacy goals and expectations connected to the school’s Unified Improvement Plan (UIP).					
11	Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting’s to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).					
12	Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.					
13	Members review fiscal resources to ensure supports for literacy improvement are targeted and aligned to the school’s UIP.					
Total	Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar		0	0	0	0

Literacy Evaluation Tool Scores

Date of Assessment:	Total Points Earned	Total Points Possible to Be Rated Exemplar		Percent of Implementation	Implementation Rating: No Evidence; Basic; Effective; Proficient; or Exemplar
		Short	Long		
Circle From Being Used: Short Long					
Universal Instruction		12	44		
Interventions		8	32		
Assessment		8	28		
School Leadership Team		12	40		
Professional Development		8	28		
Data-Based Decision Making		8	24		
Community and Family Involvement		0	52		

Appendix W – Monthly Coaching Reporting Form

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Date:		
Activity	Percentage of Time	Notes
Classroom Observation		
Classroom Demonstration		
Embedded Coaching (individual teachers)		
PLC/Team Meetings		
Professional Learning		
Data Analysis		
Scheduling and Student Grouping		
Classroom Mgmt/Instructional Routines		
Other (explain)		

Appendix X – Observation Form for the Structured Literacy Routine

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Teacher _____ Grade _____ Time in _____ Time out _____

Observations	Notes
<p><u>Learning Environment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom is organized for effective instruction and seamless transitions are evident <input type="checkbox"/> Strategic student seating is established and purposeful to maximize student learning and teacher’s accessibility for error handling <input type="checkbox"/> Visual distractions are minimized <input type="checkbox"/> Classroom space is used optimally and designed to minimize distractions, noise and interruptions <input type="checkbox"/> Overall learning environment is safe and promotes risk taking 	
<p><u>Picture/Sound Deck</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of a clear sound deck routine <input type="checkbox"/> Cards in deck coincide appropriately with the scope and sequence <input type="checkbox"/> Verbal response by ALL students <input type="checkbox"/> Air writing by ALL students <input type="checkbox"/> Smooth card handling <input type="checkbox"/> Error correction <input type="checkbox"/> Letter/sound rules included <input type="checkbox"/> Prominent student voice <input type="checkbox"/> Perky pace 	
<p><u>Sound Dictation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sounds are chosen based on formative assessment <input type="checkbox"/> Transition to Sounds to Dictate happens efficiently following Sound Deck routine <input type="checkbox"/> Routine is well-established and teacher monitors student repetition of dictated sounds for accuracy (students repeat the dictated sound before writing) 	
<p><u>Word Building/Words to Read</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are chosen based on scope and sequence and student need <input type="checkbox"/> Teacher establishes routines to ensure ALL students get adequate practice (16+ words) <input type="checkbox"/> Teacher provides consistent corrective feedback using effective segmenting, blending and cuing techniques <input type="checkbox"/> Teacher includes extensions activities (vocabulary, morphology, grammar, phonology) 	

<p><u>Words to Spell</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are chosen based on scope and sequence and student need <input type="checkbox"/> Teacher establishes routines to ensure ALL students get adequate practice <input type="checkbox"/> Say it, tap it, write it strategy is evident and used by ALL students <input type="checkbox"/> Teacher provides consistent corrective feedback and questioning <input type="checkbox"/> Routine is structured for efficiency (transitions are smooth, materials are easily accessible and students know the routine) <input type="checkbox"/> Teacher models correct spelling of dictated word; students readily use the correction routine <input type="checkbox"/> Sentence/phrase dictation occurs and is consistent with the scope and sequence 	
<p><u>New Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher introduce new learning that follows the scope and sequence (teacher moves as fast as possible and as slow as needed) <input type="checkbox"/> Teacher uses the full new learning routine mini-lesson <ul style="list-style-type: none"> -Introduce new phonogram -Introduce new rule/concept -Followed by words to read and words to spell that are well chosen to represent the new phonogram/concept 	
<p><u>Learned Words</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher reviews previously-learned words <input type="checkbox"/> Teacher introduces 1-3 new learned words per week using the procedure accurately and efficiently (point out unfair portion of new learned word, air write 3X and write 3X) 	
<p><u>Overall Routine</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All students are aware of the routine expectations and are actively participating with efficient cuing or redirection <input type="checkbox"/> Transitions between routine components are seamlessly and maximize instructional time <input type="checkbox"/> Intentional planning is evident and materials are organized and easily accessible <input type="checkbox"/> Formative assessment data is collected to inform future instruction <input type="checkbox"/> Teacher actively monitors student responses throughout the lesson to check for completion and accuracy 	
<p><u>Questions for Teacher:</u></p> <p><u>Questions for SiMR Project Coach:</u></p>	

Appendices - Improvement Strategy Three

Appendix Y – Collaborative Conference: Excellence & Equity



COLORADO
Department of Education

Exceptional Student Services Unit and
Unit of Federal Program Administration
1560 Broadway, Suite 1100
Denver, CO 80202-5149

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Dear Colleagues,

November 3-4, 2016

We are excited to welcome you to ***Equity and Excellence: Theory to Practice***, marking the second annual cooperative effort of the Exceptional Student Services and Federal Programs Units to produce a professional learning opportunity for the education community in Colorado. We are so pleased that you have joined us for two information-filled days of presentations, discussions, demonstrations, and networking. The Conference Committee has put together a unique roster of sessions that will provoke questions, stimulate thought, and inspire fruitful collaboration.

This year, participants will choose among session styles that range from promoting awareness of a topic to in-depth conversation about important issues, from promising practices to providing input on current initiatives. Content covers a broad landscape including systemic delivery, great teachers and leaders, and creating sustainable partnerships. Every session was carefully selected to address current local and statewide opportunities.

As we consider innovative and effective strategies for meeting the needs of all students, we will hear from people who are making it work. Thursday's keynote speaker, Scott Wolf, Principal at Denver's North High School, will take us on a journey through a school that progressed from turnaround status to successful. On Friday, Mark Chartier will share his tale of navigating an education system that supported his needs as a learner with a disability, and how he uses his own experiences to create positive relationships with his own students today.

In order to maximize our learning time together, we are trying a new format this year. Rather than having a built-in luncheon break, attendees may choose to grab a bite on their own schedule. We'll look forward to hearing your ideas about how it worked.

Again, welcome to ***Equity and Excellence***. The Colorado Department of Education is dedicated to supporting the advancement and improvement of our education system. As we all strive for equity and excellence, let us work together to achieve better results for all of Colorado's children.

Sincerely,

Angela Denning

*Executive Director- Exceptional Student
Services Unit*

Patrick Chapman

*Executive Director- Federal
Programs Unit*



2016·Equity·and·Excellence·Conference: Theory·to·Practice



Agenda for Thursday, November 3, 2016 Colorado Convention Center [Return to Report](#)

- 7:30—8:30 Registration
- 8:30—8:40 Welcome
Katy Anthes, Interim Commissioner, Colorado Department of Education
- 8:40—9:00 Equity and Excellence: Theory to Practice
Pat Chapman, Executive Director, Colorado Department of Education
Angela Denning, Executive Director, Colorado Department of Education
- 9:00—10:30 Sustainable Turnaround: From Band-Aids to Long-Term School Health
Scott Wolf, Principal, North High School, Denver Public Schools
- 10:30—10:45 Break
- 10:45—12:00 Breakouts (please choose one):
Session #1A – Making MTSS Work for Every Student -- Ballroom 1A
Session #1B – How Migrant Education Promotes Equity and Access -- Ballroom 1B
Session #1C – Leading Learning for ELL Students: Strategies for Success -- Ballroom 1C
Session #1D – Equitable Access to Excellent Teachers (session repeated 4D) -- Ballroom 1D
Session #1F – Thompson School District: Pro-Active Approaches to Ensure Students Success -- Ballroom 1F
Session #1G – State of the State: Special Education -- Ballroom 2A
Session #1H – Maximizing the Use of Implementation Science (session repeated 4C) -- Ballroom 3A
- 12:00—12:15 Break
- 12:15—1:30 Breakouts (please choose one):
Session #2A – Title IX Basics -- Ballroom 1A
Session #2B – Voluntary Coordinated Early Intervening Services (CEIS): One District's Story -- Ballroom 1B
Session #2C – Become an Equity Ambassador! As Meaningful Career Conversationalists, We Ensure that Equity is Contagious -- Ballroom 1C
Session #2D – Joining Forces: Tapping into Teacher Specialists to Support All Students -- Ballroom 1D
Session #2E – A District and State Collaboration in Developing State Guidance When Referring English Learners to Special Education -- Ballroom 1E
Session #2F – Effective, Equitable and Inclusive Family, School and Community Partnering -- Ballroom 1F
Session #2G – Colorado READ Act: Literacy Support for ALL K-3 Students -- Ballroom 2A
Session #2H – Equity Issues in Early Learning -- Ballroom 3A
- 1:30—1:45 Break
- 1:45—3:00 Breakouts (please choose one):
Session #3A – Proven Achievement and Lifelong Advantage: The AVID College Readiness System -- Ballroom 1A
Session #3B – OCR Addresses English Learner Students and Special Education - Ensuring Access to Quality Education -- Ballroom 1B
Session #3C – How to Leverage your Bright Spots for Curiously Good School Improvement -- Ballroom 1C
Session #3D – The Role of Instructional Coaches: Effective Special Education Services for Students -- Ballroom 1D
Session #3E – Leveling the Playing Field: High Expectations From Start to Finish -- Ballroom 1E
Session #3F – Office of ESEA Programs Supports: An Overview of the Consolidated Application, Monitoring, and Capacity Building -- Ballroom 1F
Session #3G – Questions and Answers: Roundtable -- Ballroom 2A
Session #3H – Building Positive IEP Teams: Communication Strategies to Work Through Conflict Constructively (session repeated 6A) -- Ballroom 3A
- 3:00—3:15 Break
- 3:15-4:00 Bridging the Day - Toby King, Deputy Executive Director, Colorado Department of Education

Enter your name for a chance to win a door prize from our fabulous self-advocate vendors – door prizes will be given out Friday at 8:45 a.m. You must be present to win. Sign up at the registration on Thursday!! Self-advocate vendors will also be selling their merchandise on Friday.

Factors That Have Contributed to The Schools' Successes

High Achieving Schools Study Executive Summary

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Purpose

Five high achieving schools were selected to participate in a study conducted by the Colorado Department of Education (CDE). The purpose of the study was to ascertain how the schools were implementing policies, procedures, and practices that are likely contributing to the academic achievement of their schools. Common themes were noted across the schools as a result of the study and are summarized in this report.

Study Methodology

Schools were selected based on the academic achievement of their disaggregated groups, specifically English learners, students with disabilities, students experiencing poverty, and minority students. Eight Colorado Department of Education employees with expertise in various areas relevant to the study were selected and trained to conduct onsite interviews, focus groups, and observations. Prior to conducting the onsite visits, the study team studied the schools by reviewing documents available to CDE and the schools' and districts' websites. Prior to the onsite visits, personnel and families were invited to participate in anonymous surveys to provide their perception of the schools.

While onsite, interviews were conducted of school leaders and personnel with knowledge of the schools' practices that had likely contributed to the schools' success with the disaggregated groups. These interviewees included but were not limited to principals, assistant principals, instructional coaches, English language development specialists (teachers and coaches), SPED specialists (teachers and coaches), teachers, and paraprofessionals. Focus groups were conducted with families, community members, and students.

Findings

During the study, some common practices were noted across the schools:

- Relationships between school leaders, teachers, families, and students are valued and prioritized. Time and effort are devoted to building and maintaining strong relationships by getting to know each other on a personal level, including the cultural backgrounds of the individuals within the schools.
- Time devoted to selected priorities is invested and protected. School leaders value and respect the time needed for effective instruction, learning new strategies, and mastering skills. They also protect time devoted to priorities such as collaboration among team members and analyzing, studying, and using data. By minimizing the number of initiatives each year, the schools are able to focus on the agreed upon and protected priorities.
- Performance monitoring is purposeful, frequent, and effectively used. Data is used to progress monitor student performance and growth. Students are identified for fluid/flexible small group instruction based on data on an ongoing basis. Teachers' performance is monitored through frequent informal observations and feedback, in addition to the more formal evaluation processes in place. The frequent informal feedback is

Common Themes across the High Achieving Schools

- Relationships between school leaders, teacher, families, and students are valued and prioritized.
- Time devoted to selected priorities is invested and protected.
- Performance monitoring is purposeful, frequent, and effectively used.
- Decisions are student-centered.
- Expectations are set high, made explicit, frequently expressed, and consistently applied.
- Learning is purposefully and meaningfully structured.
- Staff intentionally uses common language for consistent messaging.
- Schools capitalize on available resources.



intended to provide opportunities for continuous improvements that lead to more effective performance earlier in the process than that which is afforded through the formal evaluation.

- Decisions are student-centered. Schools use data to make decisions that will best meet the needs of their students. School leaders and staff know each of the students, including their academic histories and cultural backgrounds, allowing them to make better decisions that are aligned with the students' best interests. Staff is involved in decision-making as often as possible, and principals prioritize what is best for students when making tough decisions.
- Expectations are set high, made explicit, frequently expressed, and consistently applied. High and consistent expectations are set for everyone affiliated with the school, not just students, and are communicated until everyone knows and can articulate them. Expectations and procedures are posted throughout the schools, and school personnel share the expectations with parents and ask for their input and support in enforcing the expectations. Personnel hold high expectations for themselves and share the responsibility for meeting expectations regarding student outcomes.
- Learning is purposefully and meaningfully structured. Instruction is aligned both across and within grades. Learning environments are clean, well-organized, and attractive. Students are placed into small, fluid groups based on their skill level and content knowledge. Frequent progress monitoring and regrouping of students based on the most recent data results ensure that students are gaining access to needed content and skills as efficiently and expeditiously as possible.
- Staff intentionally uses common language for consistent messaging. The intentional use of common language is an integral part of their alignment of instructional practices, norms, and classroom management practices across the whole school. The value of collaboration and teamwork is reinforced by the consistent use of collective vocabulary (e.g., "our students", "our goals", and "our mission"). Staff shares and expresses a sense of collective ownership and responsibility for students. Not only did students express a sense of belonging and protection provided by the whole school, they could also clearly articulate what is expected of them behaviorally and academically from all adults within the school. By the time that students reached higher grade levels, they are able to hold each other accountable behaviorally, allowing the teachers the freedom to focus on academic and instructional needs, rather than classroom management needs.
- Schools capitalize on available resources. They minimize work when possible through relying on each other's expertise. Resident experts are utilized for training and supporting others within the building rather than relying on external trainings. Professional development is used wisely by ensuring that it is needed and will be utilized, and the person receiving the professional development is expected to share with others what he or she learned.
- Schools strive for continuous improvement. Despite their high achievement, complacency was not noted within these schools. School leaders and staff strive for continued improvement. They prioritize initiatives and use data to inform their progress and identify other areas in need of improvement.

Conclusions

This study investigated how five high achieving schools implemented policies, procedures, and practices. Numerous themes were found among the schools. These themes included valuing relationships, investing and protecting time, effective performance monitoring, making decisions based on students' best interests, setting high and consistent expectations, purposeful and structured learning, sending consistent messages, capitalizing on resources, and continuously improving. Many of the practices implemented by these schools required minimal financial resources. Many of the practices and strategies noted in these schools were very traditional and often exemplified and described in education literature and research. Nonetheless, the consistency with which the practices and strategies were observed was commendable. The whole school beliefs, supports, and approaches to their work epitomized team work and collaboration. The onsite visits to these schools by the CDE study team provided evidence for the types of practices and strategies that could be supported by CDE administered funds.



Next Steps

As a next step to this study, CDE will develop opportunities for lower performing schools to implement some of the common factors and strategies observed in the high achieving schools. An evaluation will be conducted to determine if low performing schools can improve student outcomes using the practices and strategies used by the high achieving schools.

Where can I learn more?

For information about the study, contact Nazanin Mohajeri-Nelson

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- (303) 866-6205

For information about the High Fliers Network, contact Lynn Bamberry

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- (303) 866-6813

Report Authors

- Nazanin Mohajeri-Nelson
- Alexandra Rechlin

Appendix AA – Connect for Success Grant Information

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Connect For Success– Overview

Due: Thursday, November 19, 2015, by 11:59 pm

Purpose	<p>The purpose of the funding opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools study:</p> <p>We seek applicants who demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among: minority students; students experiencing poverty; students with disabilities; and English Learners. Commitment is required at both the school and district level.</p> <p>Required Activities:</p> <ul style="list-style-type: none"> • Strengthening Title I Schoolwide plan or Targeted Assistance program. • School/district leadership team attendance at state sponsored meetings (see timeline below); • Partnership between CDE, district, school and an Implementation Coach; • Required quarterly reporting of fidelity to grant implementation by an Implementation Coach; • Conduct ongoing instructional walkthroughs. principal/district/ implementation coach when applicable), review of data and reflection; • School and district leadership team to visit at least one high achieving site during the school year; • Joint budget development to leverage Title I and IDEA funds; • Setting and monitoring of short- and long-term grant goals; • Mid-course correction when goals are not being met; • Implementation of a Multi-Tiered System of Support (MTSS) model with fidelity; and • Reevaluate use of Title I, IDEA funds (e.g., Coordinated Early Intervening Services - CEIS) to meet needs of minority students; students experiencing poverty; students with disabilities; and English Learners. 																		
Timeline	<table border="0"> <tr> <td>January 15, 2016:</td> <td>Award Notifications</td> </tr> <tr> <td>January 22, 2016:</td> <td>Kick-off Meeting</td> </tr> <tr> <td>February 2016:</td> <td>Webinar training for Implementation Coach or person holding that role at present.*</td> </tr> <tr> <td>Feb.-May, 2016:</td> <td>Initial planning, goal setting, budget development (school/district/CDE).</td> </tr> <tr> <td>May 10, 2016:</td> <td>Submit initial short- and long-term goals, updated Title I plan, and budget.</td> </tr> <tr> <td>May 31, 2016:</td> <td>Finalization of short- and long-term goals, Title I planning and budget meeting with CDE</td> </tr> <tr> <td>October 2016:</td> <td>Networking Meeting</td> </tr> <tr> <td>February 2017:</td> <td>Progress Meeting</td> </tr> <tr> <td>April 2017:</td> <td>Budget/Year 3 Planning Meeting</td> </tr> </table> <p>*CDE will check-in monthly with site Implementation Coach.</p>	January 15, 2016:	Award Notifications	January 22, 2016:	Kick-off Meeting	February 2016:	Webinar training for Implementation Coach or person holding that role at present.*	Feb.-May, 2016:	Initial planning, goal setting, budget development (school/district/CDE).	May 10, 2016:	Submit initial short- and long-term goals, updated Title I plan, and budget.	May 31, 2016:	Finalization of short- and long-term goals, Title I planning and budget meeting with CDE	October 2016:	Networking Meeting	February 2017:	Progress Meeting	April 2017:	Budget/Year 3 Planning Meeting
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<p>Meeting CDE's Strategic Goals</p>	<p>This grant program allows the Colorado Department of Education and recipient Local Education Agencies to fulfill the following 2015-2016 CDE Strategic Goals:</p> <p>Meet or exceed standards: Every student meets or exceeds standards.</p> <p>The aim of this grant is to ensure that the district and school have the knowledge base, skills, and understandings of Title I assessment, programming, standards and best practices to foster high student performance, specifically among minority students, students experiencing poverty, students with disabilities and English Learners.</p>
<p>Duration of Grant</p>	<p>Grants will be awarded on a competitive basis for 2 1/2 years. Renewed funding is contingent upon meeting reporting requirements and availability of funds.</p> <p>Year 1: January 1, 2016 – June 30, 2016 Year 2: July 1, 2016 – June 30, 2017 Year 3: July 1, 2017 – June 30, 2018</p>
<p>Evaluation and Reporting</p>	<p>Each Local Education Agency that receives a grant through the Connect for Success program is required to report, at a minimum, the following information to the Department as follows:</p> <p>The following data will be collected by CDE after grant is awarded but before planning and implementation:</p> <ul style="list-style-type: none"> Parent surveys – distributed by the school; collected and analyzed by CDE Personnel surveys – distributed by the school; collected and analyzed by CDE Observation/walkthrough data – collected by a team from CDE and/or the implementation coach Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the implementation coach <p>*See Attachment E and F for sample surveys and observation tools.</p> <p>At the end of each year of the grant, until the end of the grant, the following data will be collected:</p> <ul style="list-style-type: none"> Description of planning process and the plans for the next year of the grant (for the applicable years) Implementation benchmarks and when available, implementation data to demonstrate the extent to which implementation occurred with fidelity Parent surveys – distributed by the school; collected and analyzed by CDE Personnel surveys – distributed by the school; collected and analyzed by CDE Observation/walkthrough data – collected by a team from CDE and/or the implementation coach Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the implementation coach <p>Additionally, the implementation coach will progress monitor and track program implementation and will report updates to CDE on a quarterly basis</p>

Appendix BB – CDE Implementation Manager Job Description

ESSENTIAL FUNCTIONS

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- A. Support grantee implementation coaches in the development and implementation of the schoolwide plan based on best practices and the High Achieving Schools study findings;
- B. Support grantee implementation coaches in the development and implementation of a cross-program budget;
- C. Work with district/school leadership teams in identifying systems, strategies, academic support structures, and models for improving instruction to increase growth and achievement of low performing students.
- D. Work closely with CDE team and district/school teams to ensure accurate financial reporting and procedural compliance with all Connect for Success grantees;
- E. Work with grantee implementation coaches to oversee effective and consistent implementation of schoolwide plan with fidelity, ensuring consistency for all Connect for Success grantees;
- F. Provide technical assistance and training in collaboration with the CDE team;
- G. Provide quarterly progress monitoring of district/school grantees; and
- H. Other duties as assigned.

MINIMUM QUALIFICATIONS

- M.A. in education, special education, administration/leadership, or a related field
- 3 years of experience working with IDEA and Title 1 programs
- Ability to think and problem-solve creatively within a Multi-tiered System of Supports (MTSS) to provide guidance and expertise on best practices regarding the Individuals with Disabilities Act (IDEA) and the Elementary and Secondary Education Act (ESEA);
- Understanding of academic supports structures for low performing students including students with disabilities, students experiencing poverty, minority students, and English language learners;
- Project management and time management skills;
- Strategic planning experience including federal grant applications and budgeting;
- Effective written and oral communication skills;
- Experience developing and delivering technical assistance and professional development for a variety of constituency groups;
- Proficiency in word processing, spreadsheets, and presentation software;
- Ability and willingness to travel; and
- Ability to pass a background check, which includes a motor vehicle records search.

PREFERRED QUALIFICATIONS

- Knowledge of the eligibility categories for services under IDEA
- Knowledge of Coordinated Early Intervening Services (CEIS)
- Knowledge of the Colorado Measures of Academic Success;
- Demonstrated leadership experience in the K-12 educational system.

Appendix CC – Implementation Manager Schedule

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Connect for Success Implementation Manager
Progress Report
3/20/17

- A. Support grantee implementation coaches in the development and implementation of the schoolwide plan based on best practices and the High Achieving Schools study findings;
 - a. Participated in CfS Implementation Coach Webinar for grantees to explain role of Implementation Coaches and Manager (February 16, 2016)
 - b. Participated in 18 of 20 CfS grantee school site visits to survey, interview, and observe current school practices and make recommendations for aligning practices to High Achieving School findings. (March – May 2016)
 - c. Assisted CfS team in reviewing plans submitted by 20 grantees for Year 2 of CfS grant. (May-June 2016)

- B. Support grantee implementation coaches in the development and implementation of a cross-program budget;
 - a. Supported development of cross-program budgets during plan reviews (May-June 2016)
 - b. Assisted implementation coaches with implementation of budgets during individual monthly meetings with coaches; acted as liaison to CDE when requests for budget revisions occurred (August 2016-March 2017)

- C. Work with district/school leadership teams in identifying systems, strategies, academic support structures, and models for improving instruction to increase growth and achievement of low performing students.
 - a. Assisted MTSS Coordinator in planning and presenting MTSS Webinar for CfS implementation coaches (May 26, 2016; February 23, 2017).
 - b. Consulted with implementation coaches and/or principals monthly to provide support for improving instruction to increase growth and achievement of students. (August 2016 – March 2017)
 - c. Worked closely with MTSS Coordinator to support individual schools as they developed and implemented their MTSS schedules and teams. (August 2016 – March 2017)

- D. Work closely with CDE team and district/school teams to ensure accurate financial reporting and procedural compliance with all Connect for Success grantees;
 - a. Acted as CDE liaison for district/school teams in both formal and informal meetings with CDE as well as through email communications to ensure accurate reporting and compliance. (August 2016 – March 2017)

- E. Work with grantee implementation coaches to oversee effective and consistent implementation of schoolwide plan with fidelity, ensuring consistency for all Connect for Success grantees;
 - a. Met with Implementation Coaches and/or principals on a monthly basis to:
 - i. Discuss successes and challenges of implementation of the grant
 - ii. Review recommendations from CfS team site visits
 - iii. Assist with quarterly progress monitoring report
 - iv. Discuss relevant research, instructional strategies, systematic support systems, etc.
 - v. Review and revise budget as needed
 - vi. Address concerns or questions about implementation of the grant.
 - b. Participated in classroom walk-through observations and/or team leadership meetings in ten CfS schools.

- F. Provide technical assistance and training in collaboration with the CDE team;
 - a. Participated in CfS Implementation Coach Webinar for grantees to explain role of Implementation Coaches and Manager (February 16, 2016)
 - b. Participated in 18 of 20 CfS grantee school site visits to survey, interview, and observe current school practices and make recommendations for aligning practices to High Achieving School findings. (March – May 2016)
 - c. Assisted CfS team in reviewing plans submitted by 20 grantees for Year 2 of CfS grant. (May-June 2016)
 - d. Assisted in the development of progress monitoring tool (October 2016)

- G. Provide quarterly progress monitoring of district/school grantees;
 - a. Provided technical assistance to all Implementation Coaches to develop and revise quarterly progress monitoring reports to be submitted to CDE. (October 2016 – March 2017)
 - b. Met with CfS team for a mid-year review of progress monitoring tool. Suggested tool revisions. Provided updates and anecdotal data on each school. (February 1, 2017)

What has worked as Implementation Manager:

- Meeting and communicating with Implementation Coaches and/or school leadership on at least a monthly basis.
- Visiting school sites as often as possible.
- Maintaining open communication and attending meetings with CDE team.
- Working closely with MTSS coordinator to support MTSS framework in each school.
- Participating in planning and presentation of CfS documents and activities.
- Learning from Implementation Coaches and being able to share that information with other schools.

Challenges of Implementation Manager:

- Meeting the needs of 20 schools as effectively and efficiently as desired.

Appendix DD – Connect for Success Site Visit

Colorado Department of Education
Observation Protocol and Tool
 Classroom/Event Observation Form

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Protocol: Study conductors have informed school and district leaders of this observation process prior to the school visit. During each day of the site visit, the Data Collection Team (DCT) will conduct numerous observations that are approximately fifteen to twenty minutes in length in various classrooms and other public learning spaces of the school, such as library, cafeteria, hallway, recess and study hall. School and district leaders identified which events and classrooms were to be observed by the DCT. Observations should be conducted at various times of the school day, various times of the class period, in all subject areas and all relevant grade levels. Observations of classrooms in session should include classrooms with English Learners and students with disabilities.

The DCT will observe and record the practices, procedures, strategies, and behaviors. To the extent possible, the DCT will include notes regarding evidence that further describes specific aspects of the observation. Observations will be documented using the following form, using laptops carried by the observers from event to event or classroom to classroom.

School Information:

School Name	Date of Observation	Observer(s)
Teacher's Name	Notes:	

Classroom/Event Information:

Event/Classroom Observed				
Content or topic		Observation beginning and end time		
Class/event procedure time	Beginning	Grade	PK	K
	Middle		1	2
	End		3	4
	Transition		5	6
Number and roles of adults (all adults in room who are engaged with students)	Teacher			
	Para/Aide			
	Interventionist			
	Other:			
Number of Students				
Number of EL Students*		Number of Students with Disabilities*		

*Provided to the DCT ahead of time by the School Leadership. If not, make a note to ask leadership for it before we leave.

Observation Rating Scale

Rating scale (0 = None noted/seen, 1 = Minimal Evidence, 2 = some evidence, 3 = Evident)

Environmental Factors:

Learning resources are posted on classroom walls 0 1 2 3

Learning areas are uncluttered and well organized 0 1 2 3

Vocabulary, definitions, examples, pictures, or synonyms are posted 0 1 2 3

Student work is displayed in the classroom? Y/N

Student work is displayed in the hallways? Y/N

Other (Observer may identify other interesting practices or details not mentioned above):

In the space provided below please give a brief description of the lesson observed, the classroom setting in which the lesson took place (space, seating arrangements, etc.), and any relevant details about the students (gender, ethnicity) and teacher that you think are important. Use diagrams if they seem appropriate.

Note any anomalies or students being treated differently in classrooms (e.g., sitting far away from everyone else).

For Classroom Observations Only

Observation Rating Scale

Rating scale (0 = None noted/seen, 1 = Minimal Evidence, 2 = some evidence, 3 = Evident)

INTRODUCTION

Reviews by connecting to previous classes	0	1	2	3	NA
Teacher explains the (measurable) objective for the lesson	0	1	2	3	NA
It is clear how the students will show what they have / have not learned	0	1	2	3	NA

INSTRUCTION

Direct, explicit instruction takes place throughout lesson	0	1	2	3	NA
Instructional language is specific, clear, and concise	0	1	2	3	NA
Teacher uses or references vocabulary, definitions, examples, pictures, or synonyms	0	1	2	3	NA
Teacher checks for understanding of instructions	0	1	2	3	NA
Teacher refers to or makes connections to objectives	0	1	2	3	NA
Sufficient variety in supporting information	0	1	2	3	NA

DIFFERENTIATION

Instructor relates ideas to students' background, previous knowledge or culture	0	1	2	3	NA
Background knowledge is reviewed/built systematically	0	1	2	3	NA
Connections with other content and/or real world phenomena were explored	0	1	2	3	NA
New vocabulary is introduced in context	0	1	2	3	NA
Effective strategy for teaching new vocabulary	0	1	2	3	NA
Teacher is teaching the necessary language of the content	0	1	2	3	NA
Students are provided with differentiated language supports such as graphic organizers, sentence frames, or word banks	0	1	2	3	NA
Students are given opportunity to access content through At least 2 language domains (listening, speaking, reading, or writing)	0	1	2	3	NA
Visual aids are present and relevant to the lesson	0	1	2	3	NA

CLOSING

Teacher concludes lesson by summarizing main ideas	0	1	2	3	NA
Previews by connecting to future classes	0	1	2	3	NA

If observed, please note and describe any of the following:

What is being taught?	
Identify two teaching strategies that were observed	
Accommodations for SWD	
Accommodations for ELs	
Accommodations that meet students' needs	
Differentiation of instruction	
Instructional materials that are different for SWD	
Instructional materials that are different for ELs	

ORGANIZATION

Materials are clear, well-organized, and well-purposed	0	1	2	3	NA
Materials needed for lesson are prepared in advance and readily available	0	1	2	3	NA
Teacher uses time effectively (bell-to-bell)	0	1	2	3	NA
Student down-time is minimized	0	1	2	3	NA

INTERACTION AND ENGAGEMENT

Instructor questions at different levels	0	1	2	3	NA
Sufficient wait time	0	1	2	3	NA
Students are actively engaged and participating	0	1	2	3	NA
Instructor feedback is judgment-free	0	1	2	3	NA
Instructor incorporates student responses	0	1	2	3	NA
Good rapport with students	0	1	2	3	NA
Lesson includes a variety of types of interaction such as teacher to student, student to student and small group work	0	1	2	3	NA
Teacher uses multiple engagement strategies (paired discussions, whiteboards, Yes/No cards, show me with fingers, clickers)	0	1	2	3	NA

VERBAL/NON-VERBAL – Teacher Attributes

Language is understandable	0	1	2	3	NA
Teacher varies language to engage students at all levels	0	1	2	3	NA
Effective body movement and gestures	0	1	2	3	NA

CLIMATE

Instructor demonstrates high expectations of students	0	1	2	3	NA
Classroom has a positive atmosphere	0	1	2	3	NA
In general, the teacher is patient with students	0	1	2	3	NA

BEHAVIOR MANAGEMENT

Behavioral expectations of students are clear	0	1	2	3	NA
Classroom rules are posted	0	1	2	3	NA
Classroom rules are positively stated	0	1	2	3	NA
Teacher responds respectfully to behavioral Infractions	0	1	2	3	NA

If observed, please note and describe any of the following:

How does teacher engage students who are not engaged?	
How does teacher engage those who are acting out?	
Any disciplinary issues observed and how they were handled	

STRENGTHS: (e.g. metacurriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

WEAKNESSES: (e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

Other comments or noteworthy items:

Non-Classroom Events

EVENT	
What activities are being observed?	
What is working well?	
Why is it working well?	
Who is leading it? Who else is involved?	
What are the strengths of the activities observed?	
Are there any challenges/barriers that arise during observation? How are they addressed?	
Other comments?	

Interview Questions for Staff Members

Interview Information	
School name	
Person(s) being interviewed	
Person leading the interview	
Date of interview	
Others at interview	
Note taker	

General Questions

• What is your current role at the school?	•
• How many years have you been in that role?	•
• Customized question on student achievement.	•

Teaching for Learning

• What is your role in working with students? [Make note of any subgroups that the staff member works with]	•
• How does your work contribute to the success of the students in this school?	•
• How do you communicate high expectations to students?	•
• What evidence do you see that the school has high expectations for all students?	•
• Are any assessment results shared with you related to your work with students? How often and how?	•
• In your opinion, are there good options available for academically struggling students? for academically advanced students? for students with behavior issues?	•
• Do you work with Students with Disabilities? English Learners?	•
• How do you differentiate instruction [or your work if not instruction] for students?	•

Organizing for Results

<ul style="list-style-type: none"> • How does school leadership provide for a safe, orderly, and fair work and learning environment for both students and staff? 	•
<ul style="list-style-type: none"> • What opportunities are you given for input in school decision-making? 	•
<ul style="list-style-type: none"> • How are you informed about school news, decisions, and events? How timely is that information? 	•
<ul style="list-style-type: none"> • Do you feel safe in your working environment? Physically safe? Emotionally safe in terms of feeling comfortable to make comments, suggestions, etc.? 	•
<ul style="list-style-type: none"> • How do you know what your work priorities are on a day to day basis? How is this determined? Do you have input into this? 	•
<ul style="list-style-type: none"> • How are families made welcome in the school? Comments? 	•
<ul style="list-style-type: none"> • What are some ways the staff in this school help students to feel connected with the school? 	•
<ul style="list-style-type: none"> • How often is your job performance evaluated, informally or formally? 	•
<ul style="list-style-type: none"> • What type of feedback do you receive? Do you receive support for improving your performance, e.g. training, coaching? 	•
<ul style="list-style-type: none"> • What training or professional development have you received? How did it help you in your work? 	•
<ul style="list-style-type: none"> • Do you have the materials and supplies you need in order to do a good job? 	•
<ul style="list-style-type: none"> • Are you familiar with the school's mission and vision? 	•
<ul style="list-style-type: none"> • Are you familiar with the school improvement plan? 	•
<ul style="list-style-type: none"> • Did you help develop or implement the school's improvement plan? 	•

- What would be an example of something that would make this school even more successful?
- Describe how you support students with disabilities in your role?
- Describe how you support English learners in your role?

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Last Question

- Is there anything else we should know about your school that we have not yet asked about?

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Interview Questions for Parents/Family Members

Interview Information	
School name	
Person(s) being interviewed	
Person leading the interview	
Date of interview	
Others at interview	
Note taker	

When the wording and structure of the question allows for it (i.e., it's a yes/no type of response), parents/families will be asked to raise their hand if they agree with a statement. For open-ended questions, multiple (up to 5) individual's responses will be collected by the DCT.

“Thank you for your time and participation. Your school has been awarded a grant called connect for success. As part of the grant requirements, the school has to implement some changes in order to increase student achievement. Before the school implements new practices, we would like to learn about the current practices at the school. Please answer the questions as completely as you can. If you do not know that answer to a question, it is OK to state that you don't know. The more we can learn about the school, the better we can collaborate with them to implement new practices.”

HOW MANY TOOK THE PARENT SURVEY ALREADY? IF A LOT, THEN SKIP THE GENERAL QUESTION.

Teaching for Learning

Standards and Expectations

<ul style="list-style-type: none"> • How does the school help you to understand the curriculum and programs of the school? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • What programs has the school or district offered parents to make a positive difference in your children's education (e.g., programs that teach parents how to help with homework or reading at home?) 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How does the school communicate learning targets and goals and the progress your student is making toward those goals? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you believe that classroom activities and tasks provide an appropriate level of academic challenge for your child? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How does the school celebrate student achievement? Give some concrete examples 	<ul style="list-style-type: none"> •

Instruction

<ul style="list-style-type: none">• How many of you believe that your child’s teacher(s) are making an effort to reach all the students and help them be successful?• What makes you think so?	<ul style="list-style-type: none">•
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Assessment

<ul style="list-style-type: none">• Is your child presented with a variety of assessment opportunities (different ways to demonstrate what has been learned)?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• What information are you given to help you understand state testing results?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• How do teachers communicate to you about how well your child is doing in school academically?	<ul style="list-style-type: none">•

Tiered Support

<ul style="list-style-type: none">• How many of you agree that the school offers suggestions for how parents can support student learning? If so, what are examples of suggestions you’re familiar with?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• What programs are offered by the school to remove barriers to the learning of students? How does the school inform parents about these opportunities?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• How do teachers work with parents and the community to reduce barriers to student learning (e.g. social, emotional, cultural, economic, etc.)?	<ul style="list-style-type: none">•

Organizing for Results

Leadership

<ul style="list-style-type: none">• How many of you feel that the school administrators are generally open and available to families and members of the community?	<ul style="list-style-type: none">•
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Culture & Climate

<ul style="list-style-type: none"> • How many of you feel that the staff of this school set high expectations for behavior. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many feel behavior expectations are clearly communicated to students and parents. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many feel they are applied fairly. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you feel this school is safe and orderly? What are some examples in your opinion? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • If you needed help regarding your child would you know who to ask at school? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you feel welcome at the school? Give a few examples of what makes you feel that way. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How can parents contact teachers? How responsive are teachers when contacted? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How do teachers most often contact parents? What are those contacts usually about? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you feel that the teachers and staff at this school seem to care about students and encourage them to do their best –Behaviorally? Academically? If so, how do they do that? If not, what else would be helpful? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you feel there is an adult in the school that you believe knows your child and cares about him/her? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • How many of you feel this school has a culture that accepts all students and appreciates the ways in which students are different. What examples could you share? 	<ul style="list-style-type: none"> •

Continuous Improvement

<ul style="list-style-type: none">• What avenues are there for parent and family involvement in the school?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• Does that include the possibility of family involvement with school improvement efforts?	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• How many of you have received communication from the school regarding its academic progress?	<ul style="list-style-type: none">•

Last Question

<ul style="list-style-type: none">• Is there anything else we should know about your school that we have not yet asked about?	<ul style="list-style-type: none">•
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Interview Questions for Students

Interview Information	
School name	
Person(s) being interviewed	
Person leading the interview	
Date of interview	
Others at interview	
Note taker	

When the wording and structure of the question allows for it (i.e., it's a yes/no type of response), students will be asked to raise their hand if they agree with a statement. For open-ended questions, multiple (up to 5) individual's responses will be collected by the DCT.

"Thank you for your time and participation. Your school has been awarded a grant called the Connect for Success. Before we start working with your school on the grant, we need to understand more about the school. Your answers will help us do that."

Teaching for Learning

Standards & Expectations

- How many of you know what is expected for good work in your classes/ class?
 - How do you know?
- How many of you feel challenged in school?
 - Are your lessons too hard, too easy, or about right most of the time?
- How many of your feel that your teachers encourage you to do your best work?
 - How do they do that?

Instruction

- How do your teachers make learning and classroom lessons interesting? Challenging?
- How do teachers adjust their teaching if students do not understand?
- How often is homework assigned? What is the purpose of homework? Or - Why do your teachers assign homework?

Use of Assessment

- What are some ways that you can show how well you understand what you are learning?
- Do you ever have a choice in how to show what you have learned? Examples?
- After you take a test or other type of assessment, how do you find out how you did?

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Tiered Support

- What does the school do for students who may need extra help?
- What does the school do for those who are ready to move ahead?
- If students here are having problems, where might they find some help?

•
•
•

Organizing for Results

Leadership

- How often do you see the principal in your classroom?

•

Behavior

- How do students find out what teacher and school expectations for behavior are?
- What happens if someone doesn't meet those expectations?
- How many of you feel that discipline at this school is generally fair?
- How do adults in the school respond when students are behaving well?
- How do you learn all the rules at your school and in your classroom?

•
•
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•
•

Culture

- How many of you feel safe at this school?
 - Physically?
 - Emotionally?
- How many of you feel that it is safe to express your opinions and concerns here at school to adults?
 - to other students?
- How many of you feel that the adults in the school care about you, as a person?
 - How do they show that?
- What are some ways that the teachers in this school recognize student achievement and celebrate that achievement?
- What are the three best things about your school?
- What are some things you wish were different about your school?

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•
•

Diversity

- How many of you feel that teachers and staff accept all students and appreciate the ways in which students are different? Examples?
- How many of you feel that the school encourage all parents and families to get involved at school or in helping their children learn?

•
•

Lastly

- Is there anything else we should know about your school that we have not yet asked about?

--

*Team members must, of course, consider what they ask students and how they ask it based on the age and, to some degree, the situation/context of each student.

Progress Monitoring Samples

School Name:		ABC Elementary		CLICK HERE after selecting school																																
Goal(s):		Ensure that every student has access to grade level content within Universal (Tier 1) Instruction.																																		
CFS Related Strategy 1		Click to add additional action steps to Strategy 1																																		
Improve the effectiveness of new teachers by providing evidence based, high quality, job-embedded, professional development through peer observations and reflections that align with recommendations identified in the CFS data collection team findings.																																				
Action Steps	Intended Recipient(s)	Intended Provider(s)	Funding Used (dropdown)	Measurable Implementation Milestone	Timeline		Report Recommendations Addressed														HAS Findings Addressed				Evaluation											
					Target Date	Completion Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Relationships	Time	Monitoring	Decisions	Expectations	Learning	Language	Resources	Cont. Imp.	Met Target	Challenges	Implemented with Fidelity	Comments			
Instructional coach will review and revise current induction processes to increase support to new teachers in their instructional practice.	New teachers	Instructional coach	CFS funded	Revised induction process.	09/15/16	09/15/16	x			x	x																		x				Yes	Yes	Yes	Based on revisions, we need to develop a new walk-through and observation template
Instructional coach will conduct monthly walk-throughs and observations to monitor the implementation of revised induction practices for each of the five (5) new teachers.	New teachers	Instructional coach	CFS funded	15 observations (3 observations [1/month] x 5 new teachers) by PM1.	12/15/16		x			x																		x								
Each new teacher (5) will conduct one classroom visit of an expert teacher every two weeks to observe effective Tier 1 instructional practices, utilizing an observation form.	New teachers	Expert teachers	Other resources	40 classroom visits (8 visits [1 per 2 weeks] x 5 new teachers) by PM1.	12/15/16						x	x																x								
Each new teacher (5) will debrief with the coach after each classroom visit to an expert teacher (within 3 days of visit), discussing what he/she observed. Each new teacher will set a goal for bringing one or more instructional practices into his/her classroom.	New teachers	Instructional coach	CFS funded	40 debriefs between new teachers and coach (8 debriefs [1 per 2 weeks] x 5 new teachers) by PM1.	12/30/16						x	x																								
CFS Related Strategy 2		Click to add additional action steps to Strategy 2																																		
Operationalize systemic capacity building of staff by developing and implementing mentoring relationships within a modelling and co-teaching rotation cycle.																																				
Action Steps	Intended Recipient(s)	Intended Provider(s)	Funding Used (dropdown)	Measurable Implementation Milestone	Timeline		Report Recommendations Addressed														HAS Findings Addressed				Evaluation											
					Target Date	Completion Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Relationships	Time	Monitoring	Decisions	Expectations	Learning	Language	Resources	Cont. Imp.	Met Target	Challenges	Implemented with Fidelity	Comments			
Instructional coach will identify exemplary differentiation practices (Tier 1) occurring within mentor teachers' classrooms.	Teaching staff	Instructional coach	CFS funded	Identification of best practices occurring within specific classrooms.	11/1/16		x			x	x																	x				Yes	No	Yes	List of teachers and best practices created and disseminated for review by all teachers.	
Instructional coach will identify mentor/mentee partnerships using a body of evidence (strengths, challenges, work styles, etc.).	Teaching staff	Instructional coach	Other resources	Identification of mentor/mentee partnerships and contract for commitment.	11/15/16		x			x																		x								
Substitutes will be provided for each teacher for one class period every 2 weeks, for co-planning and co-teaching.	Teaching staff	Mentor teacher	CFS funded	Sub schedule created and posted.	11/30/16		x			x	x																	x								
At the start of the quarter, co-teachers will set a goal for each quarter of co-teaching, and submit each goal to the instructional coach.	Teaching staff	Mentor teacher	CFS funded	Performance goals set and submitted to instructional coach for mentor/mentee partnership.	11/20/16		x			x																		x								
At the end of each quarter, co-teachers will meet to reflect on what was learned, whether or not the goal was met, and to set the next goal.	Teaching staff	Mentor teacher	Other resources	Reflection meeting for each mentor/mentee partnership.	12/30/16		x			x																		x								

Appendices – Evaluation

Appendix FF Report on the Stages of Concern Questionnaire

A copy of the full SoCQ report provided through the American Institutes for Research is below.

[Return to Report](#)

Report for cohort: SiMR Structured Literacy Project Schools - Fall 2016

A: Cohort Description

Cohort Name: Project Schools - Fall 2016

First SoCQ Received: 11/07/2016

Name of Innovation: the Structured Literacy Project

Last SoCQ Received: 12/08/2016

of Questionnaires Included: 88 Participants

The Stages of Concern About an Innovation: Chart 8

Stages of Concern		Description
Self	0 Unconcerned	The individual indicates little concern about or involvement with the innovation.
	1 Informational	The individual indicates a general awareness of the innovation and interest in learning more details about it. The individual does not seem to be worried about him/ herself in relation to the innovation. Any interest is in impersonal, substantive aspects of the innovation, such as its general characteristics, effects, and requirements for use.
	2 Personal	The individual is uncertain about the demands of the innovation, his or her adequacy to meet those demands, and/or his or her role with the innovation. The individual is analyzing his or her relationship to the reward structure of the organization, determining his or her part in decision making, and considering potential conflicts with existing structures or personal commitment. Concerns also might involve the financial or status implications of the program for the individual and his or her colleagues.
Task	3 Management	The individual focuses on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organization, managing, and scheduling dominate.
Impact	4 Consequence	The individual focuses on the innovation's impact on students in his or her immediate sphere of influence. Considerations include the relevance of the innovation for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes.
	5 Collaboration	The individual focuses on coordinating and cooperating with others regarding use of the innovation.
	6 Refocusing	The individual focuses on exploring ways to reap more universal benefits from the innovation, including the possibility of making major changes to it or replacing it with a more powerful alternative.

Highest Stage of Concern									
See Figure 5.2 on page 34 of Measuring Implementation in Schools: The Stages of Concern Questionnaire.									
	0	1	2	3	4	5	6	Total	
Number of SoCQ Participants	29	15	15	8	2	13	6	88	
Percent of SoCQ Participants	33.0%	17.0%	17.0%	9.1%	2.3%	14.8%	6.8%	100%	
Percent Distribution of Second Highest Stage of Concern in Relation to First Highest Stage of Concern									
See Figure 5.3 on page 35 of Measuring Implementation in Schools: The Stages of Concern Questionnaire									
Highest Stage of Concern	Second Highest Stage of Concern								
	0	1	2	3	4	5	6	Percentage of participants	Number of participants
0 Unconcerned	0	38	34	7	0	10	10	33.0%	29
1 Informational	20	0	53	7	0	13	7	17.0%	15
2 Personal	20	60	0	13	0	7	0	17.0%	15
3 Management	38	38	25	0	0	0	0	9.1%	8
4 Consequence	0	0	100	0	0	0	0	2.3%	2
5 Collaboration	23	23	46	8	0	0	0	14.8%	13
6 Refocusing	17	33	17	0	33	0	0	6.8%	6
								Total	88

Statement/Response Table (88 Participants)

Stage 0: Unconcerned		
Question #	Average	Question Text
Q3:	1.25	I am more concerned about another innovation.
Q12:	2.98	I am not concerned about the Structured Literacy Project at this time.
Q21:	1.86	I am completely occupied with things other than the Structured Literacy Project.
Q23:	1.66	I spend little time thinking about the Structured Literacy Project.
Q30:	1.77	Currently, other priorities prevent me from focusing my time on the Structured Literacy Project.
Stage 1: Informational		
Question #	Average	Question Text
Q6:	1.47	I have a very limited knowledge about the Structured Literacy Project.
Q14:	1.51	I would like to discuss the possibility of using the Structured Literacy Project.

Q15:	3.19	I would like to know what resources are available if we decide to adopt the Structured Literacy Project.
Q26:	3.38	I would like to know what the use of the Structured Literacy Project will require in the immediate future.
Q35:	2.72	I would like to know how the Structured Literacy Project is better than what we have now.
Stage 2: Personal		
Question #	Average	Question Text
Q7:	1.76	I would like to know the effect of reorganization on my professional status.
Q13:	3.48	I would like to know who will make the decisions in the new system.
Q17:	2.58	I would like to know how my teaching or administration is supposed to change.
Q28:	2.81	I would like to have more information on time and energy commitments required by the Structured Literacy Project.
Q33:	2.10	I would like to know how my role will change when I am using the Structured Literacy Project.
Stage 3: Management		
Question #	Average	Question Text
Q4:	2.42	I am concerned about not having enough time to organize myself each day (in relation to the Structured Literacy Project).
Q8:	1.41	I am concerned about conflict between my interests and my responsibilities.
Q16:	1.92	I am concerned about my inability to manage all that the Structured Literacy Project requires.
Q25:	1.86	I am concerned about time spent working with nonacademic problems related to the Structured Literacy Project.
Q34:	2.05	Coordination of tasks and people (in relation to the Structured Literacy Project) is taking too much of my time.
Stage 4: Consequence		
Question #	Average	Question Text
Q1:	1.82	I am concerned about students' attitudes toward the Structured Literacy Project.
Q11:	3.05	I am concerned about how the Structured Literacy Project affects students.
Q19:	2.89	I am concerned about evaluating my impact on students (in relation to the Structured Literacy Project).
Q24:	4.84	I would like to excite my students about their part in the Structured Literacy Project.
Q32:	2.56	I would like to use feedback from students to change the program.

Stage 5: Collaboration		
Question #	Average	Question Text
Q5:	2.83	I would like to help other faculty in their use of the Structured Literacy Project.
Q10:	3.80	I would like to develop working relationships with both our faculty and outside faculty using the Structured Literacy Project.
Q18:	2.81	I would like to familiarize other departments or persons with the progress of this new approach.
Q27:	4.16	I would like to coordinate my efforts with others to maximize the effects of the Structured Literacy Project.
Q29:	3.80	I would like to know what other faculty are doing in this area.
Stage 6: Refocusing		
Question #	Average	Question Text
Q2:	1.99	I now know of some other approaches that might work better than the Structured Literacy Project.
Q9:	1.65	I am concerned about revising my use of the Structured Literacy Project.
Q20:	2.01	I would like to revise the Structured Literacy Project approach.
Q22:	2.76	I would like to modify our use of the Structured Literacy Project based on the experiences of our students.
Q31:	2.73	I would like to determine how to supplement, enhance, or replace the Structured Literacy Project.

As previously stated, we assessed the teachers involved in the structured literacy project two to three months following the beginning of this initiative. The results have allowed us to adapt our coaching based upon the needs of the participating schools through the utilization of the Actions to Support Change (Appendix T2). We plan to administer this survey annually.

Who has an SSIP?
All 50 States and the 8
Commonwealths &
Territories


The State Systemic Improvement Plan (SSIP) is required by the US Department of Education.



Technical Assistance has been provided for the States to develop and implement the SSIP through the National Center for Systemic Improvement.



The CDE is collaborating at varying levels across multiple Units and Offices regarding the implementation of the SSIP including:

- the Office of Special Education
 - the Office of Literacy
 - the Federal Programs Unit
 - the Office of Learning Supports
 - the Improvement Planning Unit
- 
- the Family, School, and Community Partnership Office
 - the Competitive Grants and Awards Office
 - the Professional Services and Licensing Unit
 - the Early Learning and School Readiness Office

Want more information?

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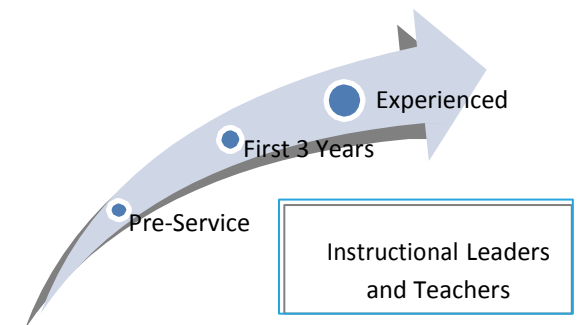
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Exceptional Student Services Unit
Office of Special Education

State Systemic Improvement Plan

We will create an aligned professional learning system in literacy from pre-service through in-service resulting in the strategic delivery of knowledge, skill progression, and professional learning for elementary instructional leaders and teachers.



The State Systemic Improvement Plan - Aligning the Professional Learning System Structured Literacy Instruction

Pre-Service Training of Leaders and Teachers

The Colorado Department of Education, in partnership with Metropolitan State University of Denver, the University of Colorado at Colorado Springs, and the University of Northern Colorado were awarded a grant through CEEDAR

(Collaboration for Effective Educators, Accountability, and Reform) to evaluate the pre-service preparation of leaders and teacher candidates in literacy.

Identification of the skill and knowledge gaps between pre-service education and what is needed in PreK-3rd grade classrooms and schools is a priority outcome of the partnership. Recommendations for improvement for system alignment will be developed and disseminated statewide.



Professional Learning for Current Leaders and Teachers

The CDE's Office of Special Education Programs in partnership with 21 schools representing 6 local school districts and the Charter School Institute, are committed to improving structured literacy instruction for all children in grades K-3 through a joint project.



- CSI District
- 11
- Elizabeth
- Englewood
- Jeffco
- Pueblo 70
- Westminster

Through these collaborative partnerships, not only will the leaders and teachers involved build their own capacity, but current literacy knowledge gaps across the State can be identified.



21 Elementary School Principals

The joint project began with educators who teach first grade who will work towards improving student's reading scores during this pivotal instructional year. 165 Educators, Principals, Interventionists and Support Staff were trained in the fall of 2016. The other grades will be added in subsequent years which will reach over 500 educators.



The professional learning and implementation followed by input and feedback from these educators will provide a deep level of understanding about our structured literacy instruction needs in Colorado.

In collaboration with the Professional Services and Licensing Unit, recommendations for induction programs will be shared throughout the state.