

Colorado Christian University and Best in the World Teachers
Daniels Fund Interim Report
December 1, 2021

Original Result 1 from Letter of Agreement: Equip teacher candidates with the knowledge and tools to evaluate instructional methods and materials and determine their value in a K-12 classroom.

- Actual Result 1: Teacher candidates (TCs) in the current reading methods course RDG 457: Diverse Reader 2: Reading Clinic were trained in instructional methods adapted from the Lindamood-Bell Learning Processes programs, Seeing Stars[®] and LiPS[®]. These programs are aligned to components within the “Science of Reading”. Further, the programs are evidenced-based, supported by peer-review research: <https://lindamoodbell.com/research>, including research conducted by current neuroscientists. The TCs are currently implementing the methods with elementary students in South Lakewood Elementary, a Jefferson County, CO public school close to the CCU campus (see attached photo of teacher candidates at the school). Link to Lindamood-Bell Learning Processes[®] website: <https://lindamoodbell.com/our-approach>.
- In collaboration with Best in the World Teachers (BIWT), and beginning in Spring, 2021 we initiated a partnership with Mursion, a provider of mixed-reality, immersive training software to provide teacher candidates with a structured role-play experience in practicing the reading skills from the Lindamood-Bell and other aligned programs. Link to website: <https://www.mursion.com/> Link to a CCU teacher candidate interacting with the artificially intelligent digital avatars: <https://www.youtube.com/watch?v=nRrcDAJMT0>
- In collaboration with BIWT, we identified a published curricula review tool (see tool via link below). Training teacher candidates to use a tool like this ensures they will have experience in evaluating curricular programs; this will also support their ability to choose effective programs in their future teaching career. Teacher candidates in the current reading methods course RDG 457: Diverse Reader 2: Reading Clinic will review and analyze the following curricular review tool used in evaluating reading intervention programs, as part of the final exam for this course. Tool: <https://www.thereadingleague.org/wp-content/uploads/2020/08/Curriculum-Evaluation-Tool-August-2020.pdf>
- In Spring, 2022, TCs will review and analyze this curricular review tool, then apply its use to a reading intervention program. TCs will enter written findings within the tool, as prescribed.
- Result 1 Variance Explanation: Not applicable

Original Result 2 from Letter of Agreement: Implement the CCU Community Clinic and demonstrate its value in delivering face-to-face and/or remote instruction to students as K-12 schools pursue virtual and hybrid classrooms.

- Actual Result 2: The following deliverables have been met in regards to the opening of the Center for Teaching and Learning at CCU:
 - In collaboration with BIWT, the School of Education (SoE) developed a floorplan for the Center (see attached picture of the floorplan).
 - The SoE is working with the Vice President of Campus Development, Shannon Dreyfuss, to identify the physical location of the Center. Possibilities include both on-campus and off-campus options.
 - The SoE is working with Dr. Gary Ewen of CCU's School of Business and Leadership to initiate development of, and implement a business plan for the Center.
 - The SoE has purchased a business plan software package to support development of the business plan.
 - The SoE has conducted an initial geographic analysis of local tutoring centers to gauge competition and areas of need.
 - At the recommendation of Dr. Ewen, the SoE will be communicating with a local education entity to discuss their model of differential tuition, for the purpose of identifying criteria for differential tuition at the Center.

- Result 2 Variance Explanation: Given the Center is not open yet, the SoE does not have value-based evidence for its services.

Original Result 3 from Letter of Agreement: Analyze student achievement data on progress monitoring assessments against results from the Colorado state achievement test, Colorado Measures of Academic Success (CMAS) in Math and English Language Arts, as appropriate, to determine the ultimate effectiveness of the program.

- Actual Result 3: As part of the RDG 457 Reading Clinic, we have collected pre-test data using the Woodcock Reading Mastery Tests-3 for the Fall 2021 semester (data available upon request), and will collect post-test data in mid-December 2021. The pre- and post-testing will occur again during the Spring 2022 semester. In collaboration with BIWT, we will collect and analyze these assessment results for impact of the course-based clinic model.

- The SoE has partnered with an experienced, external assessment consultant, who will provide an objective review of our results and associated outcomes.

- Result 3 Variance Explanation: Not applicable

Original Result 4 from Letter of Agreement: Establish and evaluate a new professional development program for CCU elementary school teacher graduates and teachers in partner traditional, private, and charter schools.

- Actual Result 4: The following deliverables have been met in regards to the provision of professional development services for SoE teacher alumni and school-based teachers:
 - The date for the third annual Rocky Mountain Teachers Summit is scheduled for June 18, 2022. A keynote speaker and breakout session presenters will host professional development for participants aligned to new Colorado READ Act: <https://www.cde.state.co.us/coloradoliteracy>, and Colorado English Learner Standards: <https://www.cde.state.co.us/educatortalent/englishlearnerpdpathways>. SoE alumni and school-based teachers will receive Colorado “Continuing Education Unit” credits applied towards Colorado re-licensure requirements.
 - The SoE is partnering with Best in the World Teachers consultant, Dr. Laura Stewart from the Reading League (Link: <https://www.thereadingleague.org/>) to support professional development initiatives.
 - Best in the World Teachers (BIWT) hired Sally Beatty to lead strategic planning for BIWT.
 - Best in the World Teachers collaborated with the following individuals for additional possible professional development events to be hosted at CCU:
 - Dr. Timothy Shanahan: <https://shanahanonliteracy.com/> (BIWT Advisory Board member)
 - Dr. Junko Yokota: <https://nl.academia.edu/JunkoYokota> and <https://www.highlightsfoundation.org/3997/junko-yokota/> (children’s literature)
 - Dr. Jay Labov: <https://www.researchgate.net/profile/Jay-Labov> (BIWT Advisory Board member)
 - Miriam Clifford (math consultant)

- Result 4 Variance Explanation: Not applicable

Original Result 5 from Letter of Agreement: Demonstrate the value and impact of parent/family participation in a teacher preparation model.

- Actual Result 5: The SoE is developing a survey to be deployed in January, 2022 to families in the local community who may be interested in enrolling their children in the new Center for Teaching and Learning. The SoE is also developing a plan to involve parents/guardians in professional development sessions.

- Result 5 Variance Explanation: Not applicable

Unanticipated Results and External Factors, including impact of COVID-19: COVID-19 has not limited the SoE and BIWT planning.

Future Plans: The following activities may be implemented, as part of grant activities:

- The SoE will infuse the following formal critical thinking model into SoE courses, including as a framework for evaluating teacher candidate assignments and activities:
<https://www.criticalthinking.org/>
- Best in the World Teachers will provide national marketing of the grant initiatives, and will financially support professional development providers who host training sessions for SoE alumni and local school-based teachers. Website: <https://www.bestintheworldteachers.org/>
- The SoE will launch a mathematics clinic and a writing clinic in Spring/Fall 2022. Once the Center for Teaching and Learning is open, clinic operations will be held in the Center space.
- The SoE is working with a consulting firm, McAllister & Quinn (not paid from the Daniels Fund), to identify and apply for additional grants to support operations in the Center for Teaching and Learning at CCU.

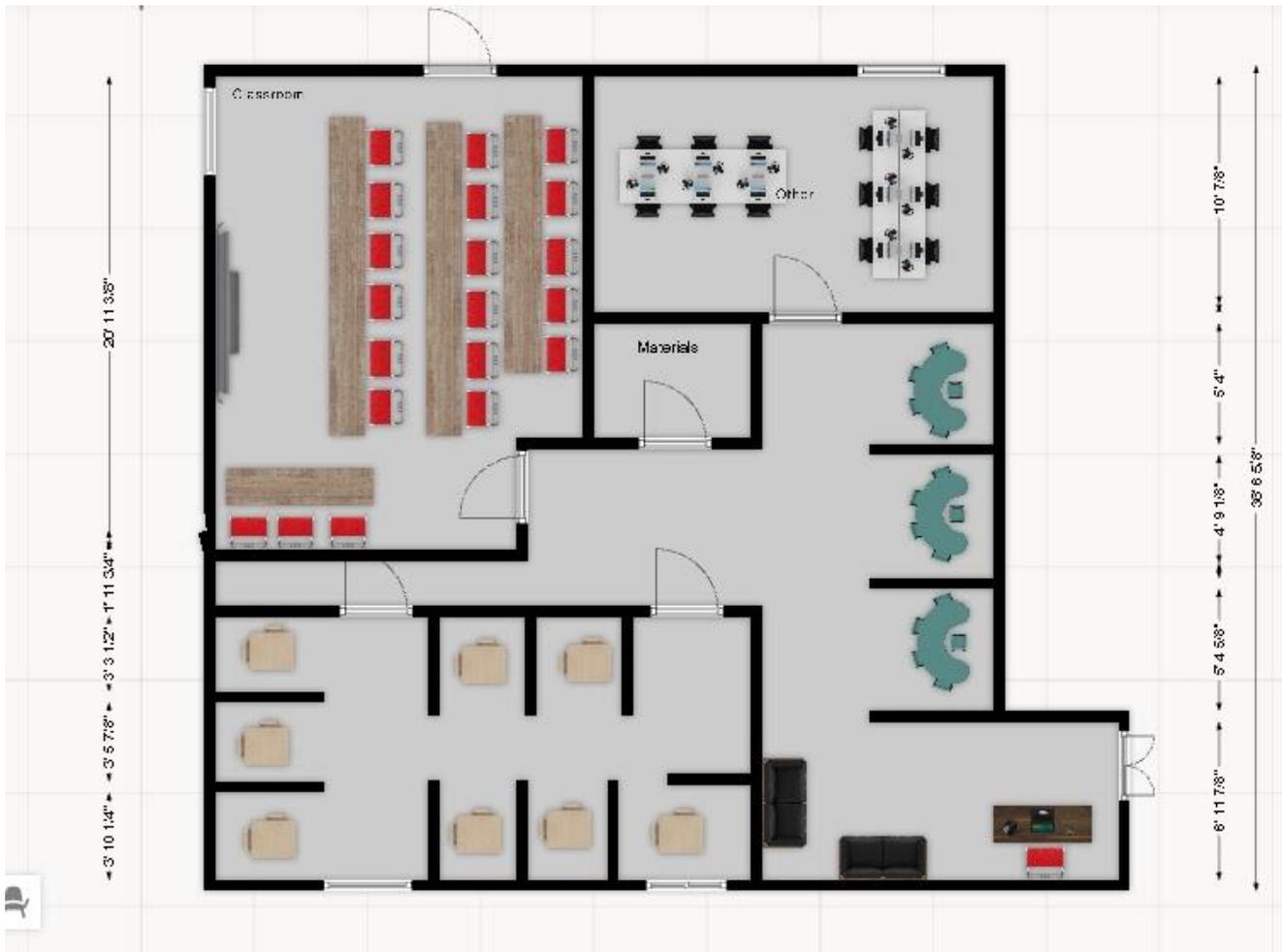
Financial Explanation: The following information represents expenditures thus far. There has been no additional income thus far, as part of grant activities. **See attached pdf file.**

We request that you upload at least one photo with your report. This could be a photo of one of your programs or services in action, or a photo of a new or renovated building. See attached jpg file.

The following photo shows the 8 Teacher Candidates in the current RDG 457: Diverse Reader 2: Reading Clinic course, on their first day visiting South Lakewood Elementary School, where the reading clinic is being offered this semester.



The following photo shows the floorplan for the new Center for Teaching and Learning at CCU.



If reporting on a specific project/program or a capital grant, please upload the actual income and expenditure information to date compared to the budget for the project or program.

For all grants, including General Operating grants, please upload a balance sheet and income statement for the most recently completed fiscal year. **See attached.**

If you have other attachments you would like to share, please name the files with descriptive titles, such as "Evaluation Results."

Financial Report - Program or Capital Grant Actuals

Balance Sheet and Income Statement