

Daniels Fund Grant Annual Report:  
Year Two Review  
Colorado Christian University & Best in the World Teachers

December, 2022

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# COLORADO CHRISTIAN UNIVERSITY

## School of Education

### Colorado Christian University and Best in the World Teachers

### Daniels Fund Grant Annual Report

December, 2022

## Introduction

In December of 2020, Colorado Christian University (CCU), in collaboration with Best in the World Teachers, received the Daniels Fund Grant. With this grant, Colorado Christian University's School of Education seeks to provide exemplary preparation to teacher candidates through rigorous and authentic clinical practice teaching experiences in varied contexts with diverse K-12 students. CCU and Best in the World Teachers are working on revolutionizing teacher preparatory programs around the United States. Specific features of the Daniels Fund Grant for CCU and Best in the World Teachers include conducting professional development in partner schools, applying a formal critical thinking model for teacher candidates, developing a clinical practice model (K-12 students on campus and blended learning) in math and literacy methods courses, providing support for recent School of Education graduates in their initial teaching position, establishing a K-12 community learning and intervention center, and finally, showing proof of concept through assessment and a research agenda. With CCU's student population and the School of Education growing, utilizing grants enable the school to create and sustain a program focused on the betterment of the School of Education and its students.

Recently, schools and colleges of education have been criticized for not training teacher candidates using evidence-based practices which impact student achievement. Their practices and methods for instruction do not always translate into enough practical field experience to support teacher and student success in the classroom. Further, teacher candidates often lack the content knowledge to support excellent teaching. The COVID-19 pandemic highlighted the

urgency for reform in teacher preparation across the United States and globally, especially given the recent [National Assessment of Educational Progress \(NAEP\)](#) results. To equip the next generation of our citizenry for life success, it is vital that our teachers are fully prepared with content knowledge and effective pedagogy. Colorado Christian University's School of Education, in collaboration with Best in the World Teachers, has developed a teacher preparation model that uses immersive technology and clinical practice in culturally diverse schools to ensure teachers have the knowledge and can apply it to their teaching experience.

As we end Year 2 of the Daniels Fund Grant, the following information represents the up-to-date results for each goal.

## **Result 1: Evaluating Instructional Methods and Materials**

### **Introduction:**

Teacher candidates in the School of Education at Colorado Christian University (CCU) are trained to be skillful educators in their selected field of education. Studies in the Liberal Arts prepare teacher candidates to possess a comprehensive knowledge base sufficient to teach a wide variety of subjects to K-6 elementary students. Subject areas include history, literature, science, civic engagement, literacy, mathematics, economics, communications, political science, philosophy, geography, and the arts. Teacher candidates think about the world most effectively when they engage in activities that develop their critical thinking across the aforementioned subject areas. As educators of future teacher candidates, professors in the School of Education at CCU are accountable to use evidence-based findings from science that inform how best to train teachers.

It is the commitment of CCU's School of Education to implement a model of "clinical practice" that provides structured, authentic learning environments for teachers to practice newly-acquired and evidence-based pedagogical skills. Exceptional teachers need to know how to critically evaluate all instructional methods and materials they receive and learn how to determine their value in a research-based, outcome-focused K-12 classroom.

**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.*

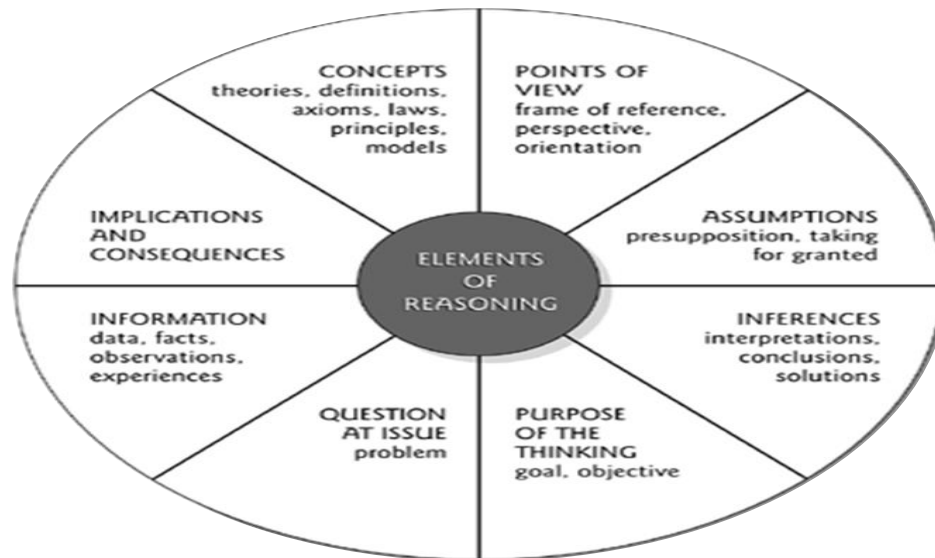
**Year 1 Brief Recap:**

- Teacher candidates (TCs) in the 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®.
- In collaboration with Best in the World Teachers (BIWT), and beginning in Spring, 2021 CCU 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 program.
- In collaboration with BIWT, CCU identified a published curricula review tool (<https://www.thereadingleague.org/wp-content/uploads/2020/08/Curriculum-Evaluation-Tool-August-2020.pdf>). 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.

**Year 2 Results:**

During the second year of the Daniels Grant, it was the goal of the School of Education at CCU began to further assist teacher candidates in developing the thinking necessary to make decisions as educators based on deep analysis and understanding. The School of Education program at Colorado Christian University encouraged teacher candidates to think about current topics and maintain their ability to look at topics and issues critically, without hindering their independent perspectives. The School of Education operationalizes this commitment by insuring that the Intellectual Inquiry model, which includes the Critical Thinking model below, is reflected in course content, assignments, and student assessments. The faculty collaborate to share ideas and learn from each other as to how we are implementing this initiative. We also seek professional development to enhance our understanding of how to apply this model with

both faculty and teacher candidates. Currently, we are using the attached rubric, **Critical Thinking Rubric** in most of the courses to measure student proficiency in the area of thinking critically.



Critical Thinking Model by Linda Elders and Richard Paul

In addition to adopting a Critical Thinking Model, the School of Education expanded its clinic offerings. A reading clinic was initially held on campus to provide intensive instruction for students. It was difficult for parents to get students to campus, so the decision was made to move the clinic to a local elementary school where each teacher candidate would have access to students more consistently. In Spring 2021, a writing clinic was added, and in Fall 2022, a math clinic was created to follow the clinic model. The three clinics are local and occur in the [Jefferson County School District \(Title 1\)](#) and [Sheridan School District \(Title 1\)](#) which are culturally and economically diverse school districts. The goal of the clinic model is to increase the efficacy of teacher candidate preparation in the pre-service program by providing rigorous clinical practice and real-world experience. In each of the subject areas a prescriptive classroom-based model is designed to provide elementary teacher candidates with opportunities to practice, then master research-based pedagogy in foundational skills. Teacher

candidates are provided with deliberate, guided practice with highly structured and monitored activities which target the deficient skills of the elementary students they are instructing.

### **RDG 457 - Reading Clinic: Data Collection**

In the Spring of 2022 and the Fall of 2022, CCU teacher candidates (most in their junior year) selected the RDG 457 – Diverse Reader 2: Reading Clinic course in their schedule. The spring Reading Clinic was held after school at Westridge Elementary. In this clinic, there were eleven students who varied from 1st to 5th grade. All tested below proficiency in reading on their DIBELS Next benchmark assessment. These students partnered with seventeen CCU teacher candidates in the Reading Clinic class.

Currently, the Fall 2022 Reading Clinic is being held at Foothills Elementary, where thirteen second graders work with sixteen CCU teacher candidates in the clinic class. In the Reading Clinic course, teacher candidates learn to better understand the [Science of Reading](#) in order to integrate it into intervention plans and close literacy gaps for students who are falling behind. The second-grade students in the Reading clinics were chosen because they tested below the benchmark on their DIBELS Next assessment. Teacher candidates focus on systematic, explicit, and individualized instruction with their Foothills students and assist the students with the five components of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### **RDG 457 - Reading Clinic: Instructional Methods**

In the first week of the Reading Clinic, teacher candidates assign the elementary students an [I-Ready](#) assessment. I-Ready is used as a diagnostic tool in order to determine which domains to target during individualized instruction as CMAS results are not available for students in grades lower than third grade. [Reading A-Z Leveled Passages](#) are also used to determine reading levels for fluency and comprehension instruction. The CCU teacher candidates then make reading goals with their students to help measure growth over time using the [I-Ready Planning Guide](#). During the first three weeks of the clinic, teacher candidates learn specific methodologies with their CCU supervisor, and the CCU supervisor plans lessons for the teacher candidates to use with their elementary students. After those three weeks,

teacher candidates work with the CCU clinic supervisor to plan targeted lesson plans. After several weeks of instruction and practice, teacher candidates fully plan the literacy lessons for their students.

As instructed in the Science of Reading, teacher candidates teach reading using a systematic, explicit, individualized, and multi-sensory approach. In the Spring of 2022, the Reading Clinic used parts of the Lindamood Bell Seeing Stars program and added other research-based curriculum in order to support the Orton-Gillingham method of instruction approved by the [Colorado Department of Education](#). Teacher Candidates partner with teachers and parents at each school giving them feedback and soliciting input as to areas of growth and potential domains to target. This is done through face-to-face conversations, pre and post debriefs, emails, and phone conversation.

Teacher candidates are taught to make informed decisions about literacy instruction upon completion of the RDG 457-Reading Clinic course. They evaluate research literacy programs approved by the CDE and compare the pros and cons of each in order to make informed decisions for future interventions they will use in their classrooms. See attached document, [Colorado Department of Education Approved Intervention Programs PowerPoint](#). Candidates in the clinic learn about the neuroscience of reading and disorders that might affect student reading skills as they enroll in a forty-five-hour, seven module literacy course ([Pepper Science of Reading Course](#)) offered by the Colorado Department of Education. A project within the clinic course requires CCU students to integrate a value and a virtue into their final lesson plans for intervention and teach the lesson integrating not only the value and virtue, but the five components of literacy. See attached document, [Sample Virtue and Value Intervention Lesson Plan](#).

### **RDG 457 - Reading Clinic: Teacher Candidate Course Review and Findings**

At the end of the spring semester, a survey was given to CCU students who participated in the RDG 457 – Reading Clinic course. The end-of-semester survey for students included 13 items that were based on the course syllabus. Students retrospectively rated their skills and understandings both before the course and as a result of the course (pre/post). In all thirteen categories, the effect size was “large” and every graph shows that almost all students improved



in their skills and understanding of each standard. The most frequent comments at the end of the survey show that CCU teacher candidates enjoyed the hands-on time working with elementary students, but the concepts they were going over in the lecture portion of the class felt repetitive to what they had learned previously and they would like to practice the concepts weekly instead of at the end of the course. Finally, students rated the degree to which the course made good use of their time and the degree to which the course prepared them to be an effective teacher. The rating scale (1 to 5, 5 = exceptional), the two statements and the frequency distributions of ratings are displayed in Table 1.1. For full results see attached [RDG 457-Reading Clinic End of Semester \(EOS\) Student Feedback](#).

**Table 1.1**

**Course Effectiveness and Efficiency (N = 16)**

Statements	Number of Recorded Ratings				
	1 = not at all	2 = limited degree	3 = moderate degree	4 = substantial degree	5 = exceptional degree
To what extent did this course make good use of your time?			5	11	
To what extent did you learn things in this course that prepared you to be an effective teacher?			4	9	3

**RDG 324 - Writing Clinic: Overview and Data Collection**

The School of Education at CCU also offered an RDG 324 - Elementary Writing Clinic course for teacher candidates in the Spring and Fall of 2022. The Writing Clinic was held at Alice Terry Elementary School both semesters. In the spring, six second grade students were partnered with six CCU teacher candidates. In the fall, twenty first and second grade students were partnered with nineteen CCU teacher candidates. Based upon benchmark data, elementary students with lower scores are chosen to participate in the clinic. The Writing Clinic equips teacher candidates with skills on how to teach various writing genres, the writing process, and components of writing.

**RDG 324 - Writing Clinic: Instructional Methods**

Similar to the Reading Clinic, the Writing Clinic teacher candidates start with structured lessons from *the Step-Up-To-Writing* curriculum. After a few weeks of collaboration, teacher

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candidates begin planning their own lessons based on individual student needs. Teacher candidates are taught to use explicit instruction and often focus on ideas, organization, voice, word choice, sentence fluency, and conventions with their students. In the Spring of 2021, teacher candidates used the TOWL assessment as a pre- and post-assessment with the second graders to measure the effectiveness of the clinic and the growth made by the clinic's elementary learners. The TOWL assessment is not normed for first grade students, so in Fall 2022, the Writing Clinic moved to assessing students using the **6-Trait Writing Assessment Rubric** (see attached). The TOWL was used as CMAS scores were not available for the grade being instructed.

Each week, the Writing Clinic course begins with 40 minutes of instruction for the teacher candidates, then CCU teacher candidates work directly with their elementary students for 30 minutes. At the beginning of the clinic, teacher candidates target the writing component that their elementary student is struggling most with and start by setting goals with their elementary student. To monitor growth, each student is given a formative assessment. Then, teacher candidates plan individualized lessons for their student. After each clinic session, CCU teacher candidates participate in a debrief with their classmates and CCU supervisor and reflect on the growth of their student by writing a summary of how the lesson went and future ideas/plans for intervention.

Teacher candidates are taught to make informed decisions about literacy instruction upon completion of the RDG 324-Writing Clinic course. They evaluate writing programs comparing the pros and cons of each in order to make informed decisions for future interventions they will use in their classrooms. Teacher candidates consider important components of the various programs, asking questions such as:

- Is explicit instruction provided?
- Is the program motivating?
- Is there training for teachers on the program?
- What additional resources are available?
- Are there guides and pacing charts?
- Is the program tied to the Colorado Academic Standards?

- Are there resources for parents?
- Is there a way to assess student growth?

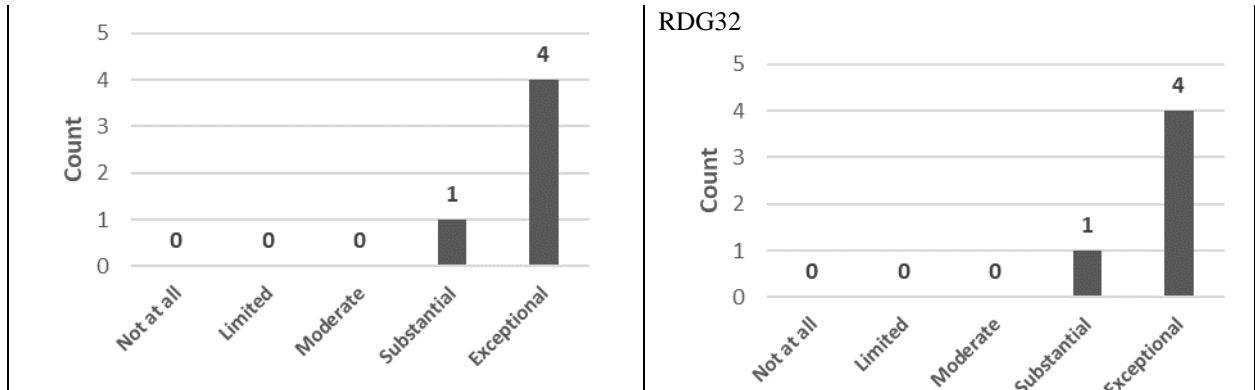
**RDG 324 - Reading Clinic: Teacher Candidate Course Review and Findings**

At the end of the spring semester, a survey was given to CCU students who participated in the RDG 324 – Writing Clinic course. The end-of-semester survey for students included 13 items that were based on the course syllabus. Sixteen students retrospectively rated their skills and understandings both before the course and as a result of the course (pre/post). In all thirteen categories, the effect size was “large” and each graph shows that students improved in their skills and understanding of each standard. Students found it helpful to have on-site preparation, immediate feedback and in-the-moment aid from the professor. Teacher candidates cited strengths of the course as: 1) chance to work with a student, 2) Good feedback from the professor and 3) Solid curriculum to work with. Teacher candidates would have liked more time with the students to further remediate weakness and having more of a partnership with the teachers and work directly with the school’s curriculum. The rating scale (1 to 5, 5 = exceptional), the two statements and the frequency distributions of ratings are displayed in Table 1.2. For full results see attached [RDG 324-Writing Clinic End of Semester \(EOS\) Student Feedback](#) and [RDG 324 – Formative Evaluation Check In](#).

**Table 1.2**

**The Learning Experience in the Writing Clinic**

Statement	Mean	Number of Recorded Ratings				
		1 = not at all	2 = limited degree	3 = moderate degree	4 = substantial	5 = exceptional degree
To what extent does this course make good use of your time?	4.80				1	4
To what extent are you learning things in this course that you feel are preparing you to be an effective teacher?	4.80				1	4
<b>Extent to which this course makes good use of students’ time</b>		<b>Extent to which students are learning things that they feel are preparing them to be effective</b>				



**MAT 402 - Teaching Elementary Mathematics: Overview and Data Collection**

In the Spring 2022 semester, CCU offered MAT 402 – Teaching Elementary Mathematics 2: Math Clinic to their students. The spring Math Clinic didn’t have access to elementary-aged students like the Reading and Writing Clinics, so the course used Mursion. Mursion is an immersive simulation program that allows teacher candidates to experience teaching students using the skills they’re learning in their education courses. The Clinic Professor chooses a scenario for their teacher candidates to teach. Then, teacher candidates schedule a time to teach a group of avatars specific concepts and skills. There were four CCU students in the spring Math Clinic course, and each student completed nine Mursion videos throughout the semester. Please use this link: [https://www.youtube.com/watch?v=HWj\\_ztDoN0c](https://www.youtube.com/watch?v=HWj_ztDoN0c) to view a sample Mursion lesson.

Each Mursion session begins with a pre-survey to ask teacher candidates how they feel about starting a Mursion scenario and ends with a post-survey asking the teacher candidates to reflect on how the session went after the lesson was completed. The Mursion representatives who portrayed the avatars in the scenario are able to give their feedback to students after the session during the final few minutes. To provide additional feedback for the CCU teacher candidates in the Clinic course, scenarios were recorded by Mursion and placed for review by teacher candidates and their professors. The professor is able to give notes and suggestions based on the video. Mursion proved an invaluable immersive learning experience for spring clinic teacher candidates who weren’t able to work with live students in a school. For results

from the Spring 2022 semester, see attachment [MAT 402 – Teaching Mathematics in the Elementary Classroom 2](#).

The MAT 402 – Teaching Elementary Mathematics 2: Math Clinic continued into the Fall 2022 semester, but the Clinic was able to secure a school for CCU teacher candidates to work with real elementary students instead of avatars. The Math Clinic has fourteen fifth grade students from Foothills Elementary School participating and twenty-one CCU teacher candidates in the Clinic course. With the disparity of numbers, most of the clinic interactions are one-on-one or two-on-one in the CCU teacher candidate to elementary student ratio. The students in the clinic were chosen based on NWEA and CMAS mathematic scores that were 1-3 grade levels below benchmark. The first week of the Clinic elementary students were given an introduction math interview, and the following week, the students completed an I-Ready diagnostic pre-assessment to identify which mathematical domains to target during instruction. After the Math Clinic finishes at the end of the semester, the fifth-grade students will take a post-assessment to measure their growth from the start of the clinic to the end.

#### **MAT 402 Math Clinic: Instructional Methods:**

At the beginning of the course, the Math Clinic supervisor has the CCU students use triangulated data including a pre-assessment using I-Ready, in class data, and interviews to determine the skills needed to achieve grade level proficiency. The teacher candidates are also given the Foothills Elementary School's mathematics pacing guide to help plan their lesson plans because the teacher candidates are required to include what the student is learning in their current math course within their lesson, in addition to addressing the other mathematic concerns. CCU teacher candidates individualize each clinic session to their elementary-aged student, creating lessons based on concerns gathered from the pre-assessment data. The Math Clinic supervisor has noted growth in their CCU teacher candidates' math skills (reviewing and teaching) and the Foothills students. The progress of both will continue to be monitored through the end of the semester and assessed at that time.

Teacher candidates are taught to make informed decisions about literacy instruction upon completion of the MAT 402 – Math Clinic course. They evaluate research mathematics

programs using the Colorado Department of Education site: High-Quality Instructional Materials for Mathematics: <http://www.cde.state.co.us/comath/hqim> and compare the pros and cons of each in order to make informed decisions for future interventions they will use in their classrooms

Similar to CCU's effort in equipping teacher candidates, Best in the World Teachers has created a model to rapidly build best in class curriculum involving top faculty in the country and have it peer reviewed. They are currently in the revising process to accelerate curriculum design. BITW identified that CCU's elementary education program is the only program in the US that has an A score from ACTA for liberal arts and an A score from the National Counsel for Teacher Quality. Collaborating with CCU's School of Education and reviewing CCU's methods courses (the different clinics), the course being developed by BITW has a component that teaches students to evaluate curriculum and make good decisions about instructional methods. The course can be delivered online, hybrid, or face-to-face for pre-service teacher candidates or in-service teachers.

### **MAT 402 - Math Clinic: Teacher Candidate Course Review and Findings**

At the end of the spring semester, a survey was given to CCU students who participated in the MAT 402 – Math Clinic course. The end-of-semester survey for students included 14 items that were based on the course syllabus. The students retrospectively rated their skills and understandings both before the course and as a result of the course (pre/post). In the majority of the fourteen categories, the effect size was “large” and each graph within the report shows that students improved in their skills and understanding of each standard. Teacher candidates loved the way they used curriculum books to design lessons. They also gained confidence in teaching math and enjoyed learning about teaching math in more meaningful ways. The real downfall with this group was the fact that they were unable to work with actual students, although they did see value in working with the Mursion avatars. The rating scale (1 to 5, 5 = exceptional), the two statements and the frequency distributions of ratings are displayed in Table 1.3 on the next page.

**Table 1.3**

**Course Effectiveness and Efficiency**

Statements	Number of Recorded Ratings				
	1 = not at all	2 = limited degree	3 = moderate degree	4 = substantial degree	5 = exceptional degree
To what extent did this course make good use of your time?			1	3	
To what extent did you learn things in this course that prepared you to be an effective teacher?			1	1	2

For full results see attached [MAT 402 – Math Clinic End of Semester \(EOS\) Student Feedback](#).



CCU teacher candidates with their clinic students.

**Result 2 - CCU Learning and Intervention Center**

**Introduction:**

The School of Education at Colorado Christian University is responsible to be in partnership with schools to provide support for educators and students in neighboring communities. The individual attention in the clinics and in the tutoring center offered by CCU was desperately needed to assist students who had fallen behind or need additional support as

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a result of the COVID-19 pandemic and the virtual learning methods used. CCU strives to be part of the solution for improving K-12 student achievement in the community and Colorado as a whole.

### **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.*

### **Year 1 Brief Recap:**

- In collaboration with Best in the World Teachers, the School of Education developed a floorplan for the Center and met with the Vice President of Campus Development, Shannon Dreyfuss, to discuss the physical location of the Center.
- The School of Education worked with Dr. Ewen of CCU's School of Business and Leadership to initiate development and implementation of a business plan for the Center. Dr. Ewen also recommended the School of Education communicate with a local education entity to discuss their model of differential tuition for the purpose of identifying criteria for differential tuition at the Center.
- The School of Education conducted an initial geographic analysis of local tutoring centers to gauge competition and areas of need.

### **Year 2 Results:**

In Year 2 of the grant, CCU officially began working toward the Center for Teaching and Learning and began calling it the Tutoring and Intervention Center. The CCU campus was unable to secure an on-campus location for the tutoring program. However, CCU's School of Education was able to offer tutoring services beginning in the Summer of 2022 at Lemay Academy in Parker, CO. This site was chosen as the school partners with CCU and is able to offer a research-based program for students below grade level in literacy and/or students with dyslexia. Instruction for all students focuses on the literacy domains and is offered to students in second, third, and fourth grade.



[Take Flight curriculum](#) is used as it embraces a systematic, explicit, multisensory approach to literacy instruction. It is an Orton-Gillingham program that requires teachers to be trained in its curriculum and is specific to students with dyslexia and other reading-related difficulties. Read Naturally passages are used as a supplemental curriculum for fluency and comprehension. The instructor also uses I-Ready assessments to measure student growth. She gives a pre-assessment at the beginning of the tutoring sessions, and then, she has students take a post-assessment at the end of the tutoring sessions.

In the summer, the instructor met with tutoring students twice a week for an hour at a time, working in two groups of three students each. Students were assigned I-Ready lessons for continued at-home learning outside of their in-person lessons. The fall Literacy Clinic works in groups based by grade and they meet once a week for in-person tutoring lessons. Tutoring lessons are planned by looking at the I-ready data and school DIBELS data. A collaborative team including the students' parents and educators also help to form the lessons being taught and the goal formulation as consideration of each individual students' needs essential to their growth. If additional assistance is needed for a student, the instructor will work with them more individually. Assessment information from the clinic can be found in the next section, "[Student Achievement Data](#)," of this report.



Instructor Rachel Jensen working with three of her Summer 2022 tutoring students.

### Result 3 - Student Achievement Data

#### **Introduction:**

Student teacher candidates in the School of Education at CCU must learn to teach in culturally and economically diverse environments. Explicit teaching, coached teacher candidates, and outreach to local schools is an imperative in the current flexible teaching environment educators are facing at this time. Kindergarten through sixth grade students learn foundational skills in reading, mathematics, and writing best from teachers who use systematic, explicit instruction using high quality curricular materials.

#### **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.*

**Year 1 Brief Recap:**

- The School of Education’s RDG 457 – Reading Clinic course collected pre-test and post-test data (using the Woodcock Reading Mastery Tests-3) in the Fall 2021 semester. The pre- and post-testing will occur at the beginning and end of each semester.
- In collaboration with Best in the World Teachers, the School of Education will collect and analyze these assessment results for impact of the course-based clinic model.
- The School of Education partnered with an experienced, external assessment consultant to review results and associated outcomes.

**Year 2 Results:**

Working with Rose Shaw, an experienced evaluator who reviews results and associated outcomes for data collection information, the School of Education was able to gather data from the Spring 2022 Reading Clinic and Summer 2022 Tutoring Program. Fall 2022 data will be collected and analyzed mid Dec. 2022 and will be shared in the year’s annual report.

**Reading Clinic Student Results**

Elementary students participating in the Reading Clinic were assessed pre-clinic and post-clinic. The QRI (*Qualitative Reading Inventory*) was used to assess reading words per minute, comprehension quantity, and comprehension quality. Categories from the Quick Phonics Screener<sup>2</sup> were used to assess elementary students’ pre-clinic and post-clinic. The categories were: CVC words, consonant digraphs, vowel digraphs, R-controlled vowels, CVCe, Diphthongs, skill 8 (dge, tch, soft g/c, silent consonants), skill 10 (prefix, suffix), and skill 11 (2 syllables).

Eleven students were assessed both pre-clinic and post-clinic regarding words per minute and reviewing them against the DIBELS benchmarks. The analysis of the words per minute (wpm) data included descriptive comparisons of the scores in relation to the grade level

benchmarks and the testing of the means of the change from pre-clinic (pre-assessment) to post-clinic (post-assessment) in reading rates. Three of the eleven students were above benchmark on the pre-assessment, and six of the eleven students were above benchmark on the post-assessment. The DIBELS benchmarks for each of the four grades were Grade 1 (58 wpm), Grade 2 (87 wpm), Grade 4 (115 wpm) and Grade 5 (130 wpm). All eleven students participating in the Reading Clinic increased their words per minute (wpm) from pre-clinic to post-clinic with the average increase being 17 wpm. Nine of the eleven students were below the grade-level Colorado benchmark on the pre-assessment, and five students were below the grade-level benchmark on the post-assessment. The number of students at each grade level below the benchmark on the post-assessment were: one in Grade 2, two in Grade 4 and one in Grade 5. The student in Grade 1 was above the benchmark both pre and post. The average wpm pre/post for the eleven students were 86 (pre) and 103 (post).

To test if the difference between DIBELS benchmark wpm and Clinic students' wpm decreased from pre to post (i.e., post-wpm was greater than pre-wpm), the difference between actual assessed pre/post wpm for each student and the DIBELS benchmark wpm were compared using the paired t-test. The difference between the benchmark and the actual scores decreased significantly from pre to post – the students were closer to the benchmark wpm on the post-assessment than they were on the pre-assessment. The table below displays mean ( $\bar{x}$ ), standard deviation (SD), the correlation between the “difference scores”, paired-t, p-value and effect size. Although this was a statistically significant difference in means, the effect size was not high because the correlation coefficient (0.88) between the two sets of scores indicated that students who were meeting or exceeded benchmark on the pre-assessment were more likely meeting or exceeding benchmark on the post-assessment.

**Table 1.4**

Pre- Difference from Benchmark		Post-Difference from Benchmark		Correlation between pre and post difference in scores	t	p	Effect Size
$\bar{x}$	SD	$\bar{x}$	SD				
19.46	24.21	2.27	25.12	0.88	4.77	0.0008	0.70 Medium

Similar statistical analysis was done for the eight students who were below the grade-level DIBELS benchmark on the pre-assessment. Results are displayed in the table below.

**Table 1.5**

Pre- Difference from Benchmark		Post-Difference from Benchmark		Correlation between pre and post difference in scores	t	p	Effect Size
$\bar{x}$	SD	$\bar{x}$	SD				
30.75	16.70	9.62	25.68	0.94	5.13	0.0014	0.63 Medium

In regard to the comprehension quantity tallies for Retell skills, the same six students were below the Tally benchmark both on the pre-assessment and the post-assessment. Three of these six students scored lower on the post-assessment than on the pre-assessment. The two groups were created for statistical analysis purposes – the group of six students who were below Tally Benchmark and the group of five students who met or exceeded Tally Benchmark. Based on effect size, participation in the clinic had a “large effect” on increasing tally scores for the group of six students (below benchmark) while participation in the clinic had a “small effect” on increasing tally scores for the group of five students (met or exceeded benchmark). The following table displays statistics from the analysis.

**Table 1.6**

Group	N	Pre		Post		r	t	p	Effect size
		$\bar{x}$	SD	$\bar{x}$	SD				
Below tally benchmark	6	13.67	8.78	20.33	5.89	0.67	2.50	0.0545	0.83 Large
Met or exceeded tally benchmark	5	46.20	16.93	54.20	20.29	0.93	2.33	0.0803	0.39 Small

In regard to comprehension quality tallies for Retell skills, the baseline was “3” for all grade levels. Seven students were below the benchmark on the pre-assessment and six students were below the benchmark on the post-assessment. One student gained from “2” on the pre-assessment and “3” on the post-assessment.

Pre-clinic and post-clinic assessment scores for Phonological Awareness could not be tested for statistical differences from pre-clinic to post-clinic because more questions and subcategories were added to the post-clinic as the elementary students being provided interventions were more proficient than expected when the pre-clinic assessment was

conducted. These are counts which do not include the number of questions and subcategories on the pre- and post-assessments. These data **must not be used** for pre/post comparisons. They are included here in the interest of thoroughness. Total possible was “5” on the pre-assessment and “10” on the post-assessment. The counts are for all eleven students in the following table: In the first row of the table, seven of the eleven students met or exceeded benchmark on the pre-assessment which had a total possible score of 5, and ten of the eleven students met or exceeded benchmark on the post-assessment which had a total possible score of 10. See attached, [RDG-457 – Reading Clinic Pre-Post Assessments of Elementary Students](#) for full evaluation report.

**Table 1.7**

Description	Number of students who met or exceeded the total possible:	
	On the pre-assessment	On the post-assessment
CVC Words	7	10
Consonant Digraphs	6	9
Vowel Digraphs	5	4
R-Controlled Vowels	8	10
CVCe	4	8
Diphthongs	2	2
Skill 8	0	0
Skill 10	4	1
Skill 11	6	2

**Writing Clinic Student Results**

In the Spring 2022 writing clinic two measures were the first used for assessment purposes. The first was student growth on the Test of Written Language (TOWL). Students were asked to complete a writing sample which was then scored based on contextual conventions, sentences beginning with capital letters, misspelled words, etc. and story composition. The majority of students raised their scores or remained the same on contextual conventions after 13 weeks of instruction.

**Table 1.8**

Matched Pre- and Post-Total Scores on Contextual Convention Findings

	Student A	Student B	Student C	Student D	Student E	Student F
Pre-test	8	7	6	8	3	6
Post-test	9	10	6	8	9	5

In addition, large effect sizes were seen in: Non-verb disagreement and sentence composition. Growth was shown by a number of students in story beginning, story sequence and writing style. For full results see attached, [RDG 324 – Writing Clinic Pre/Post Student Assessment Report](#).

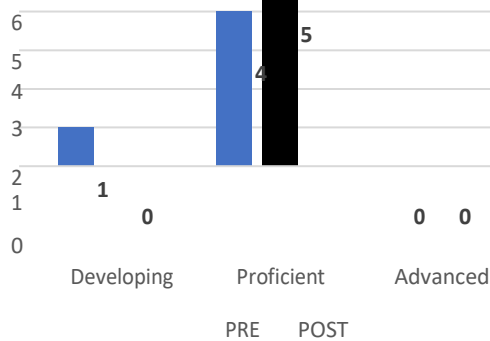
In addition, teacher candidates were pre- and post-tested as they taught lessons. All five candidates were proficient in the following observed practices:

- Performed the steps of each activity designed by the program authors.
- Used verbal language for guidance and error correction consistent with the program.
- Reminded student of important writing skills: vocabulary, organization, voice, etc.
- Demonstrated high ethical/professional standards with student.

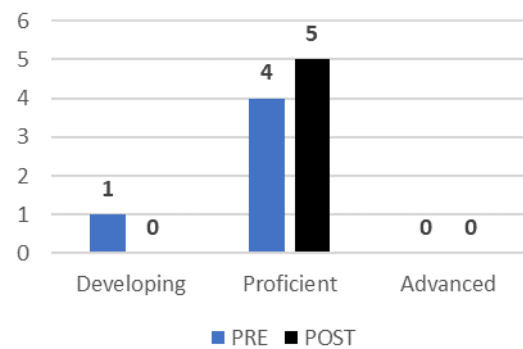
The teacher candidates were still developing in the area of maximizing instructional time through appropriate pacing of their lessons.

The two practices where there was variability in ratings from pre to post are displayed in the following two bar charts. In the following bar charts that display frequency distributions of the recorded ratings, **blue bars** represent pre-observation ratings and **black bars** represent post-observation ratings.

**Reinforced students' appropriate behavior through praise and other forms of positive reinforcement**



**Followed the lesson plan by completing the activities on the plan**



The observer noted that the teacher candidates had positive attitudes, were comfortable in their role, and enjoyed working with students. Teacher candidates had clear objectives and the sense of purpose they had resulted in seamless learning experiences for

students. If a student’s attention waivered teacher candidates were able to refocus the student’s attention to the task on hand. Teacher candidates also gave students time to process ideas and clarify thinking. For full results see attached, [RDG 324 – Writing Clinic Observations](#).

In Fall the assessment was changed to a student writing sample using the 6-Trait Writing Assessment Rubric because a number of the students in the writing clinic are first graders and the TOWL is not normed for first grade. The results of fall pre- and post-testing will be analyzed in mid-December (end of semester) and results will appear in the Year Three report.

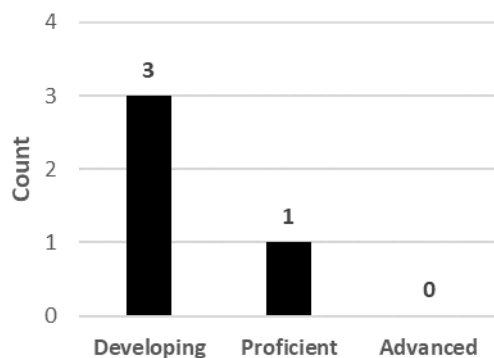
### **Math Clinic Student Results**

During Spring 2022 which was the first semester the math clinic was offered teacher candidates completed a simulation teaching lesson with an avatar through the Mursion program. The supervisor then watched each lesson and provided strengths and weaknesses of the lesson based on the observation template. All four of the teacher candidates were proficient for the following observed practices:

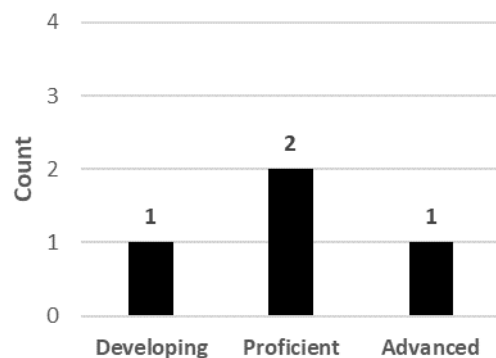
- Followed the lesson plan by completing only activities on the plan.
- Performed the steps of each activity as designed by the program authors.
- Demonstrated high ethical/professional standards with students.

It was clear that teacher candidates were able to effectively engage students. Improvements suggested were related to deep understanding of mathematical content, using correct mathematical terms, and interacting with students (e.g., reinforcing good behavior, addressing off-task behavior and correcting errors).

**Reinforced students’ appropriate behavior through praise and other forms of positive reinforcement**



**Maximized instructional time through appropriate pacing of lesson**





For full report see attached, [MAT 402- Lesson Plan Observation](#).

**Summer Tutoring Program Student Results**

Students who participated in the summer tutoring program were assessed pre- and post-tutoring. Scores on the I-Ready Diagnostic Assessment were available for seven students who participated in the summer 2022 tutoring program. Diagnostic assessment data were reported for Fall 2021, Spring 2022 (May), and End-of-Tutoring 2022 (five students in July 2022 and one student in August 2022), and only in August 2022 for one student. It is possible that summer 2022 end-of-tutoring could be inaccurate as the students took some of the assessment at home and parents may have helped. All students were in Grade 3. The following is a display of overall grade level in reading at the three diagnostic assessments: Fall 2021, Spring 2022 and End-of-Tutoring 2022. The percent progress toward annual typical growth was determined from Fall 2021 to End-of-Tutoring 2022.

**Table 1.9**

Summer Tutoring iReady Diagnostic Growth for Students in the Summer Tutoring Program

Student ID	Grade	Fall 2021	Spring 2022	End-of-Tutoring 2022	Progress toward Annual Typical Growth
23656	3	Grade 2	Grade 2	Early Grade 3	146%
126756	3	Grade 1	Grade 2	Early Grade 3	245%
856	3	Grade 1	Grade 2	Early Grade 3	270%
238478	3	Grade 1	Grade 1	Early Grade 2	118%
9787	3	Grade 2	Early Grade 3	Late Grade 3	277%
3992387	3	N/A	N/A	Mid-Grade 3	Not available

As indicated in Table 1.6, all students (with the exception of one with no pre-program data available) who participated in the summer tutoring program put on by CCU made significant improvements in their reading skills growing by at least half a grade-level by the end of the tutoring program. See attached, [Summer 2022 Reading Clinic – I Ready Diagnostic Growth Assessment](#).

Assessments similar to these will continue to be performed in the upcoming Literacy Clinic at Leman or other and future clinics to gauge the effectiveness of CCU's intervention with these younger students.

**Supporting Documents:**

- RDG 457 – Reading Clinic Pre-Post Assessments of Elementary Students

## **Result 4 - Professional Development for Alumni and Local Teachers**

**Introduction:**

Being part of a community of practice, it is important engage in scholarly activities and collaborative sharing of ideas which are evidence and research based. The undergraduate experience is essential for preparing teacher candidates in order demonstrate maximal impact raising K-12 student achievement. However, the School of Education extends our relationship and professional support with them beyond graduation. CCU seeks to extend partnership with alumni and local teachers by providing professional development which aids the effort impact their K-12 student achievement. The School of Education is working to create a network to provide resources and support for current CCU students, CCU alumni, and local teachers.

**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.*

**Year 1 Brief Recap:**

- The School of Education at CCU set a date in June 2022 for the Rocky Mountain Teachers Summit.
- The School of Education partnered with Best in the World Teachers consultant, Dr. Laura Stewart from the Reading League, to support professional development initiatives.
- Best in the World Teachers hired Sally Beatty to lead strategic planning for the organization.

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- 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)

### **Year 2 Results:**

During year two of the Daniel's Grant, the School of Education offered the current teacher candidates and alumni several professional development opportunities to further their growth in the field. Guest speakers, who are masters in their field, were invited to CCU in order to provide current discussions and resources. The Chancellor's Lecture held on November 7, 2022 is an example of one of these offerings. At this professional development offering David Schmus, who is the Director of Christian Educators, spoke on the topic of Educators in Every School: A Collective Call to Action.

In the Summer of 2022, CCU held the Rocky Mountain Teachers Summit as a professional development opportunity for alumni and local teachers. This Summit focused on classical learning approaches and gave participants six hours of continuing education credit. The keynote speakers were educators from Lemay Academy of Excellence and shared time-tested, whole-person strategies for planning a thematic unit, pondering essential questions across curriculum, and scaffolding analysis of rich texts. Participants learned to conduct a picture study, participated in a Socratic discussion, discovered how to draft a key word outline, and examined reading and analyzing rich texts during the Summit.

At the end of the Summit, participants were given a brief survey to measure the effectiveness of the Summit as they prepare for the upcoming school year. The survey asked

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how they felt about their knowledge of how to use classical methods in scaffolding analysis of data, how to use whole-person strategies for planning a thematic unit, and how to use essential questions when discussing curriculum. Participants rated their knowledge before the workshop and then after the workshop on a scale of one to five in each category. Every survey showed growth for each participant after the workshop in one or more categories. See [Rocky Mountain Teachers Summit Feedback](#) attachment. Overall, every participant raised their rating in at least one category and felt that the Summit had been successful in teaching them something new or helping their understanding in the subject areas listed.



Local teachers at the 2022 Rocky Mountain Teachers Summit.

The School of Education at CCU also met with alumni to gather information on what they are facing in their schools and how the School of Education can support them. During the event, CCU School of Education professors and alumni had time to connect and talk about challenges they are facing in the classroom. Alumni took a survey and then discussed within the group how CCU prepared them for being educators in the field and what could be improved now that they are in the education field professionally. A majority of alumni responded that

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they felt well prepared for their first job in education after graduating from CCU. They also felt that their extensive experience with all of the field work for their Education major at CCU equipped them with the knowledge needed to work in the classroom because they knew what to expect and provided them ample opportunities to develop a variety of skills. However, the alumni also noted having trouble with time management and sifting through curriculum. With all of the curriculum in the education world, it can be difficult to figure out what is best for each classroom and students, especially when the teachers have high control and low support from their administration. With the pandemic, many students have fallen behind and having to figure out how to identify solutions for individual solutions has been a struggle for current teachers. A couple of alumni didn't feel prepared to deal with parents or were under-prepared in writing up reports like IEPs.

When asked how CCU can better support them as alumni, many replied that having resources and opportunities to connect with other educators outside of their school was helpful. They enjoyed meeting with fellow alumni and School of Education professors for checking in, discussions regarding education, and would like to have more events like the alumni dinner in the future. They requested more training and professional development opportunities moving forward as well. See attachment [Feedback from Alumni Event October 2022](#).

Alumni Event



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Best in the World Teachers has developed open source courses for professional development, and in Fall 2022, they began work with partner schools to implement in-service learning. In addition to this, Best in the World Teachers is also in the final editing stages of a reading\CLD panel course that will be called, “Fundamentals of Reading for Elementary Education Teachers (K-3).” This panel is comprised of Tim Shanahan from the University of Illinois, Chicago, David Paige from Northern Illinois University, Nathan Clemens from the University of Texas, Austin, and Melanie Kuhn from Purdue University. The panel course is dedicated to helping pre-service and in-service teachers by following a topical outline, dividing the course hours between foundations of reading, phonemic awareness, decoding, spelling, oral reading fluency, oral language, texts, reading comprehension, writing, curricular integration, and quality of instruction to ensure that each topic accorded sufficient attention to develop excellent beginning primary grade teachers. The Student Learning Outcomes for the panel course are:

1. Understand the field as an evolving and changing discipline based on knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction including the cognitive processes employed in skillful reading and writing; knowledge of language development and reading acquisition and variations related to cultural and linguistic diversity; as well as diverse and historical perspectives and human issues that have influenced the field of literacy development in reading, writing, speaking, viewing, and listening.
2. Possess a repertoire of evidence-based instructional strategies including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds; moreover, they analyze the critical elements of a comprehensive literacy curriculum that adhere to research-based principles of instruction and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development.
3. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. Using assessment

information, they place students along a developmental continuum and plan, evaluate and revise effective instruction to meet the needs of all students including those at varying stages of development and those from different cultural and linguistic backgrounds; and communicate the results of assessments to other educators, administrators, parents, policy makers.

4. Create learning environments using and reflecting students' interests, reading abilities, and backgrounds as well as a large supply of books, technology-based information, print and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds to model reading and writing and to motivate learners to be lifelong readers and writers.
5. Develop and display positive dispositions related to reading, writing, and the teaching of reading and writing by working with colleagues to observe, evaluate, and provide feedback on each other's practice and instruction. They model, advise, and become involved in professional organizations to strengthen the professional attitudes needed by reading teachers, reading specialists and English language arts teachers.

Along with this panel course, Best in the World Teachers is planning for a pilot program to service their partner universities over a three-year period beginning with CCU in years one and two. Best in the World Teachers is planning support up to one year of collaboration and data collection to develop a pre-service pilot model. For this pilot program, Best in the World Teachers is developing and convening a National Advisory Board. They have hired an Executive Director and created a three-year strategic plan with market scan and competitive assessment.

## Parent and Family Participation

### **Introduction:**

Challenges such as the effects of COVID-19, two-income families, low reading rates, and the increase in culturally diverse populations have created the need for educators to partner with parents as collaborators. In the School of Education at CCU, we strive to provide opportunities

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to include parents and families in the process of educating teachers and the education of their children. Building on family commitment has proven valuable as it applying it fosters commitment to high-quality, effective instruction for all involved in the learning process. It is vital for the success and improvement of students and teacher candidates as they learn to implement a collaborative approach to instruction. Such an approach not only further strengthens literacy instruction at school, but it also better prepares parents to support instruction at home.

The School of Education will demonstrate the value and impact of parent/family participation in the implementation of the CCU teacher preparation model on their children's achievement gains in reading, writing, or math. The value and impact of parent/family participation has been and will be continually assessed by satisfaction surveys, program retention, and K-12 student achievement.

### **Original Result 5 from Letter of Agreement:**

*Demonstrate the value and impact of parent/family participation in a teacher preparation model.*

### **Year 1 Brief Recap:**

- The School of Education at CCU was developing a survey to be deployed in January of 2022 to families in the local community who may be interested in the Center.
- The School of Education at CCU was also developing a plan to involve parents and guardians in professional development sessions.

### **Year 2 Results:**

In Year 2 of the grant, Colorado Christian University was able to expand their interactions with parents. The spring Literacy Clinic was held after school because it was the best time for the school to offer additional instruction. During that time, CCU teacher candidates collaborated with parents to inform them of their student's progress and went over any data that was gathered throughout the clinic course. This allowed teacher candidates to



experience interacting with their student's parent(s), and it allowed the parents to know what their student was learning and go over any questions they had as well.

The summer tutoring program provided parents the same opportunity as the instructor collaborated with parents after every tutoring session to go over next steps. The tutored students had a reading goals and objectives, which he instructor monitored and then communicated with parents about whether or not their students were meeting their set goals. She met with parents in-person or on Zoom three times formally throughout the tutoring program. During these meetings, the instructor gave parents updates on their student's progress and talked to the parents about what to work on with their student moving forward. As an educator, the instructor gave parents suggestions on what to talk to teachers about and gives parents resources for when there was a gap between tutoring sessions and school. All of the tutoring students were either on IEP, have reading difficulties, or potentially show signs dyslexia; so, giving parents resources and information to keep their students active was vital during any gap in learning. The students also received two I-ready lessons to do at home with their parents.

At the end of the summer tutoring program, a brief survey was distributed to the parents of the tutoring students. The first question asked: To what extent is your child benefitting from attending the tutoring program? The fixed choice responses were small extent, moderate extent, and large extent. All of parents selected the "large extent" response. The second question had parents record the overall level of dissatisfaction or satisfaction with the tutoring program from very dissatisfied to very satisfied. One parent said they were "satisfied" with the program, and the other parents said they were "very satisfied". Parents rated the likelihood (1 to 10, 1= unlikely and 10 = very likely) that they would recommend the tutoring program to someone whose child would benefit from tutoring in reading. All of the parents recorded "10" and one parent recorded "9". The final question asked if the amount charged for the tutoring program (\$25 per session, \$250 total) was a decent value for 10 tutoring sessions, and all parents responded "yes". Overall, the parents from the summer tutoring program were satisfied by the program. Additional information can be found in the attachment [Summer 2022 Reading Clinic – Parent Satisfaction Survey](#).

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At the beginning of November 2022, a brief survey went out to the parents of the fall Literacy Club students. This survey was focused on what parents think would be helpful for interventionists and teachers to know or work on when handling their students.

The first question asked about the areas of literacy the interventionist could improve. One parent requested that the interventionist provide more education and communication in the area of best literacy practices to use at home with their struggling reader. Similarly, another parent thought that providing their struggling readers with literacy activities and books to practice with at home would be advantageous for continued learning at home. The final parent requested monthly progress monitoring data to gauge the growth of their student moving forward.

The second question asked how well parents felt their student's classroom teacher was prepared to teach reading. Overall, parents felt like their classroom teachers are well prepared to teach reading as their children have made growth since being placed on a Read Plan. One parent commented that they have seen huge improvements in their child's willingness to participate in literacy activities at home and teaches them decoding tricks. Another said that their child's improvement in reading is noticeable which indicates that the teachers are working well with their child. A recommendation noted by a parent was for teachers to receive more training on how to provide interventions in the classroom in order to better collaborate with the Literacy Interventionist.

The third and fourth question asked about resources that might help their child's teacher be more prepared to teach literacy and literacy resources that would be helpful to their family. In regard to resources that might help a teacher be more prepared to teach literacy, one parent thought more training on the Science of Reading would be useful, and another noted that more training specifically in the area of reading intervention could assist their child's teacher as well. The third parent commented that teachers should use more parent volunteers to work with scholars who are below proficient in literacy.

In regard to literacy resources for the family, the Literacy Clinic parents requested information about dyslexia and other literacy disorders. They noted that reading lessons that can be completed on a computer at home would be helpful for their child. Resources for the

parents themselves to assist their child at home would be welcomed as well. They also thought additional tutoring sessions through CCU should be available throughout the school year to continue the progress that their children have been making.

CCU's School of Education and the Literacy Clinic interventionist will be putting these new practices into play as the Literacy club continues throughout the next year. We look forward to seeing the impact these parent comments will make for future Literacy Club students.

As Best in the World Teachers looks to impact younger students through their pre-service and in-service teachers, the panel course designed by Best in the World Teachers also has parent and family participation in mind. The course has a section to educate teachers on how to effectively work with parents on literacy development. This will prepare teacher candidates and remind in-service teachers how to collaborate with parents and allow parents the communication and resources needed to help their growing student.

### Preview for Year 3 of Daniels Fund Grant

During the of the final year of the grant, CCU will continue to work to achieve the five goals to cultivate a school and community dedicated to furthering the expertise of teacher candidates planning to become educators and younger students needing to succeed academically. Below are future plans for each of the results to continue to implement, expand or make services more effective in year 3:

***Result #1: Equip teacher candidates with the knowledge and tools to evaluate instructional methods and materials and determine their value in a K-12 classroom.***

Overall, the majority of students who participated in the Reading Clinic felt the course was effective to a "substantial degree" (See Table 1.1). The teacher candidates stated that they would like to work with the students the whole sixteen weeks and practice what they are learning in lectures the following week at the school. The CCU clinic supervisor took the feedback into consideration and made changes to the course which included moving the clinic to Foothills Elementary for the entire sixteen weeks. This allowed the teacher candidates to learn the literacy concepts and implement them the following week. The course was also

restructured to include more active participation practicing the pedagogies and methodology of the Science of Reading. Post testing of students will happen mid-December 2022 and results will be shared in the year three annual report.

The Writing Clinic also received positive feedback as shown in Table 1.2. The teacher candidates stated that they loved getting to know the students and watching them progress greatly through the program. They appreciated the chance to work with a student individually and enjoyed receiving some great practice with teaching writing to a younger grade. They enjoyed the format though it was incredibly helpful to have on-site preparation, immediate feedback, and in-the-moment aid from our professor. The candidates stated that they would like more time with the students and more time to apply the strategies they are learning.

The Math Clinic supervisor did not receive tabulated positive and negative feedback from the teacher candidates. However, candidates did express their desire to work with students at a local elementary school in the future. As a result, the course was moved to Foothills elementary school for the fall 2022 semester.

**Changes or Adjustments Year 3 Result #1:**

- CCU will continue to equip teacher candidates by using a clinical method and research-based pedagogies in order to foster independent thinking in the areas of reading, writing, and mathematics.
- We will develop a deeper collaborative approach to instruction where data is not only used to inform instruction, but to collaborate with the classroom teachers and parents as to which areas to target during instruction. This will be done by sharing I-ready goals, using classroom scope and sequences along with the data to plan instruction, and providing progress monitoring data among constituents. We will continue to use NWEA, CMAS, DIBELS, and other school data to support CCU collected data as available by grade level and the school.
- The clinical supervisors will use more of a scaffolded instruction approach in which teacher candidates learn methods of instruction in explicit steps. They will use research-based methods, apply the instruction, and then receive immediate feedback in order to adjust instruction to close learning gaps.

***Result #2-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.***

Overall the partnership of CCU and Lemman Academy has been extremely positive this year. The school community, administration, and families are thrilled to have a Literacy Clinic at the school that is specifically designed to help the students who are below benchmark in literacy. Parents are thankful to have an affordable option right at school with a tutor they have built a rapport with. As a result of the positive feedback about the program CCU plans to expand the program in the future.

**Changes or Adjustments Year 3 Result #2-**

- CCU will be hiring alumni at Lemman Academy to help expand the clinic in order to support more students in reading/writing.
- A math clinic will be offered in the spring. A current CCU student teacher will help with this program. She will be supervised by her school-based teacher and supervisor in order to create lessons designed to provide intervention for math skills below proficiency.
- CCU will continue to explore options for the tutoring clinic on campus or at an elementary school closer to the campus in order to involve the surrounding community.

***Result #3-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.***

During year two of the Daniel's Grant, CCU used and analyzed several forms of data as demonstrated in the Result #3 Year 2 section. As the courses have progressed the need to align, triangulate, and analyze this data has become evident. As a result, all three clinics will

continue to use research-based assessments, teacher provided data, and observations to analyze the effectiveness of the program.

**Changes or Adjustments Year 3 Result #3-**

- CCU is currently using seats from the local school's I-ready site. We would like to purchase our own license for this program in order to expand the use of the software as the reports used by I-ready are user friendly allowing teacher candidates to analyze and plan targeted instruction.
- Currently, limited progress monitoring is done by the teacher candidates as time is limited. During year three, the clinics plan to address the need to progress monitor the students a few times during the semester in order to adjust instruction. The course instructors will meet with the school-based teacher or instructional coaches to fulfill this goal.

***Result #4-Establish and evaluate a new professional development program for CCU elementary school teacher graduates and teachers in partner traditional, private, and charter schools.***

The implementation of the Rocky Mountain Teachers Summit, alumni support sessions, and quarterly professional development offered by the School of Education (Beacons), aided in furthering the knowledge of CCU's elementary school teacher candidates and alumni. It is the department's hope, during the third year of the grant, to continue this relationship with future and present teachers in order to promote further growth which will transfer to the best teaching practices in their classrooms.

**Changes or Adjustments Year 3 Result #4-**

- The alumni who attended the support session noted that a webpage for up-to-date resources would be the most helpful means of support to them and other teachers. They also thought coming to meetings about educational topics and having speakers talk about their teaching experiences would be encouraging as they continue to navigate the education world. CCU's School of Education will keep these requests in mind as we continue to plan professional development opportunities and alumni events

this next year. We will also continue to solicit their feedback when planning professional development.

- CCU will continue to partner with Best in the World Teachers in order to provide resources and professional development as they are developed.
- The School of Education will remain current on topics which are affecting teacher candidates and alumni in order to continue their growth academically, professionally, and even emotionally. This will be done through support sessions, quarterly professional development, Chancellor lectures, and providing them with scholarly resources.

***Result #4-Demonstrate the value and impact of parent/family participation in a teacher preparation model.***

Partnership with parents is a difficult task as time limits, double income families, and family structure can often hinder the establishment of it. However, CCU was committed to the task of collaboration during year two of the grant, and will continue to work through these barriers during the third year of the Daniel's Grant.

**Changes or Adjustments Year 3 Result #5-**

**Tutoring Clinic:**

- Provide Zoom or in person 1-1 meetings with parents in January to provide them with progress monitoring and benchmark results. At this time, we will talk about growth and areas where their child is not demonstrating proficiency. The instructor will then provide them with resources in order to target the specific strands where their child was below proficiency. Parents will be directed to the CDE and Douglas County literacy resource page: <https://www.cde.state.co.us/coloradoliteracy/generalinfo-parents>. They will also be directed to <https://dyslexiaida.org/> which will provide them with fact sheets, a Dyslexia Handbook, available conferences and workshops, teacher preparation standards, and other valuable resources to address their child's literacy needs.

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- Continue to provide CCU Literacy Clinics in the area of literacy but also add more technology-based lessons on I-Ready and, possibly, Boost, which is an [Mclass \(DIBELS\)](#) product provided by the school.
- Begin Literacy Days (two times a year), where parents are provided with workshops and resources. That day will be devoted entirely to literacy activities for the scholars such as parent readers, reading around the school, reading buddies or peer reading, read a-louds, and independent silent sustained reading.
- Interventionist and classroom teachers will print out I-Ready and DIBELS reports to give parents more frequent feedback on their child's progress.
- Encourage teachers to begin using volunteers in their classrooms to help meet the needs of their lower readers by sending out Google Forms for sign-ups and showing them ways to use the volunteers in their classrooms.

### **Clinics in Local Public Schools:**

- Communicate with the classroom teachers and parents about pre and post diagnostic data and the goal(s) for the student during the intervention time.
- Use progress monitoring data to plan instruction and new goals as a team.
- Provide resources for parents to use at home which will target the same skills being taught during the clinic.