



## **Innovative Pilot for Reforming Educator Preparation (iPREP) Grant\***

**\*Partners in Innovation: CCU and BIWT, funded by the Daniel's Fund**

**Conceptual Framework**

**Spring, 2021**

### **Introduction, Mission and Vision, Assertions**

#### **Introduction:**

Change is long overdue. Most colleges and universities continue to operate as they have for nearly two centuries, following the release of the Yale Report of 1828, offering the same models of instruction and assessment as we did in the earliest stages of developing teacher preparation programs. Urgency in reforming teacher education can be seen in areas such as providing virtual education and in providing rigorous alternative clinical experiences for Teacher Candidates during the pandemic and beyond. Ensuring that teaching and learning embodies best practice and research is essential and yet it is only the beginning of our work to redefine teacher preparation. Education's response to current needs has demonstrated how important face-to-face instruction is for student performance, whether in traditional face-to-face classrooms or in virtual environments. The Clinic Model provides extensive experience for Teacher Candidates in both in-class and virtual K-8 classrooms, learning to apply research-based pedagogies in a learning lab environment under the supervision of a master teacher. In collaboration with [\*Best in the World Teachers\*](#), we hope to refine the model and develop partnerships with other universities to extend its implementation in other teacher preparation programs.

**Mission:** Provide exemplary preparation to teacher candidates through rigorous and authentic clinical practice teaching experiences in varied contexts with diverse K-8 students.

**Vision:** All teacher candidates will graduate with demonstrated proficiency in the knowledge, skills, and professional dispositions to positively impact K-8 student achievement in reading, writing, and mathematics in diverse school settings.

#### **Our Assertions:**

- Teacher candidates learn most effectively when they engage in applied teaching activities in varied contexts with diverse students under supervision of a master teacher.
- Models of "clinical practice" provide structured, authentic learning environments for teachers to practice newly-acquired pedagogical skills.
- We are accountable to evidence-based practices that inform how best to train teachers and hold them accountable for student achievement.
- We are responsible to be in partnership with schools and communities and to provide services to support professional development for educators.
- We can be a part of the solution for improving K-8 student achievement in reading, writing, and mathematics.

- A comprehensive knowledge base is necessary to teach a wide variety of subjects to K-8 elementary students, including history, literature, science, civics, reading, writing, 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 critical thinking across all subject areas. (<https://www.criticalthinking.org/>)
- K-8 students learn foundational skills in reading, writing, and mathematics best from teachers who use systematic, explicit, and direct instruction using high quality curricular materials.
- The undergraduate experience is necessary but not sufficient to prepare teachers who demonstrate maximal impact raising K-8 student achievement, so we extend our relationship and professional support with them beyond graduation.
- Being part of a community of practice whereby we engage in scholarly activities and collaborative sharing of ideas and evidence is essential to all educators.

### Context for iPREP Initiative: Reading

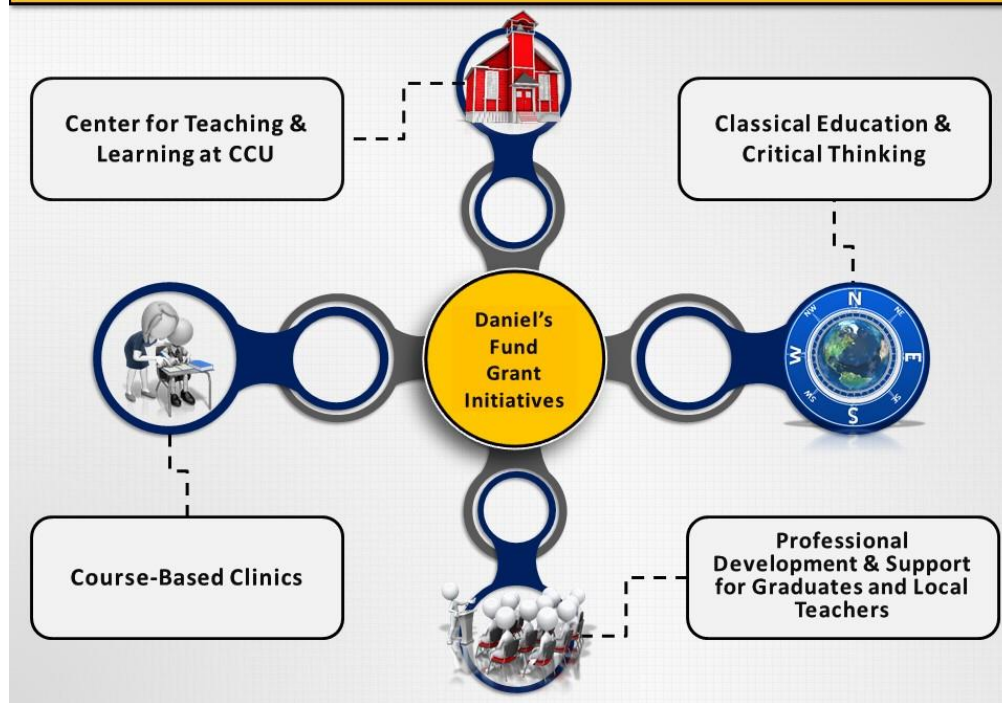
Across the nation, all state-approved teacher preparation programs are required to provide TCs with clinical practice/real-world experiences aligned to state standards and “Best Practices” (USDoE, 2021). However, recent surveys of teacher graduates indicate most teacher preparation programs may not be providing TCs with the knowledge and practice opportunities to effectively teach foundational reading skills (Walsh et al., 2006). The National Council on Teacher Quality (NCTQ, 2018) reports a mere 39% of 820 elementary teacher preparation programs reviewed provide TCs with information regarding the “5 Components of Reading”, a term coined by the National Reading Panel in the year, 2000. The 5 Components of Reading include the teaching of: phonemic awareness, phonics, reading fluency, vocabulary, and text comprehension. Additionally, in 2019, the National Assessment for Educational Progress (NAEP) estimated 65% of the country’s 4th graders read below proficient levels (NAEP, 2019), additional evidence of the lack of effective reading instruction.

While debate continues over how best to train TCs in teaching reading, most teacher educators agree we need to increase the efficacy of TC preparation in pre-service programs (Hikida et al., 2019). However, the ways teacher preparation programs train TCs vary in quality (Burns & Badiali, 2018) with some programs lacking rigorous clinical practice/real-world experiences. Many teacher preparation programs do not embed rigorous and prescriptive classroom-based models designed to provide elementary teacher candidates (TCs) multiple opportunities to practice, then master research-based reading pedagogy in foundational reading skills. Consequently, elementary teacher graduates enter schools with little to no practical proficiency in this reading pedagogy and may lack the confidence to implement their theoretical knowledge. Further, hours completed in clinical practice do not always translate to quality teaching unless this practice provides “deliberate, guided practice [with] highly structured and monitored activities to improve performance” (Alter & Coggshall, 2009, p.6).

### iPREP Model Depiction

**The following graphic depicts four initiatives representing the School of Education’s *Innovative Pilot for Reforming Educator Preparation (iPREP)*. These initiatives are linked to five outcomes as detailed in the “Research Objectives” below.**

## CCU School of Education & Best in the World Teachers - Grant Initiatives



## Research Objectives

### 5 Results

Based on developing and implementing a complete, research-based four-year undergraduate teacher education model that ensures all graduates acquire and apply the content knowledge, pedagogical skills, and liberal arts and sciences foundation needed to be successful teachers of record who demonstrate effectiveness with K-8 student achievement:

- **Result 1:** CCU teacher candidates will demonstrate effectiveness applying direct instruction pedagogy using research-based programs as measured by accelerated K-8 student achievement on progress monitoring assessments and teacher observational protocols, aligned with Multi-Tiered Systems of Support models (this will be assessed during required field courses).

Based on offering services consistent with our teacher preparation model, the Teaching and Learning Center at CCU (i.e., a community-based tutoring/instructional center for K-8 students), will demonstrate value in delivering face-to-face and/or synchronous remote instruction to students:

- **Result 2:** K-8 students served by the Teaching and Learning Center at CCU will experience accelerated achievement growth in literacy and/or mathematics as measured by psychometrically rigorous progress monitoring assessment tools (i.e., DIBELS, 8th edition, Aimsweb Plus, i-Ready, other). Accelerated achievement growth is defined as more than one month's achievement gain, in one month of instructional intervention based on minutes of instructional time. We will designate, as part of developing and implementing the model, specific targets for achievement gains based on instructional minutes and implementation of research-based intervention programs in literacy and math, in the context of face-to-face and virtual/hybrid delivery models. We will 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 ultimate effectiveness of interventions.

Based on parent/family participation in their child’s learning at the Center for Teaching and Learning at CCU:

- **Result 3:** The School of Education will demonstrate the value and impact of parent/family participation on their children’s achievement gains in reading and/or math at the Center. The value and impact of parent/family participation will be assessed by satisfaction surveys, program retention, and K-8 student achievement.

Based on inclusion of a critical thinking model in methods courses:

- **Result 4:** The School of Education will equip teacher candidates with the knowledge and tools to critically evaluate instructional methods and materials to determine their value in a research-based, outcomes-focused K-8 classroom (This will be assessed within CCU required field courses).

Based on establishment of a professional development program for CCU elementary school teacher graduates and licensed teachers in CCU elementary partner schools, focused on the “science of instruction in literacy and mathematics”:

- **Result 5:** CCU School of Education graduates of the program, and school-based teachers, who mentor CCU teacher candidates during field experiences in local K-8 schools, will demonstrate knowledge and application of direct instruction using research-based curricula and practices, and application of progress monitoring data for instructional decision making. Demonstration of knowledge and application will be assessed by observational protocols aligned with Multi-Tiered Systems of Support models.

## Conclusion

The grant period ends in December of 2023. During the term of the grant, we are focused on addressing the four initiatives depicted above and achieving the five grant goals to enhance the quality of teacher education and the impact of teachers on K-8 student achievement. We look forward to gathering data and disseminating outcomes to determine next steps in refining an effective model for educator preparation to benefit all current and future educators.

## References

- Alter, J., & Coggshall, J. G. (2009). *Teaching as a Clinical Practice Profession: Implications for Teacher Preparation and State Policy*. Issue Brief. National Comprehensive Center for Teacher Quality.
- Burns, R. W., & Badiali, B. J. (2018). *Clinical pedagogy and pathways of clinical pedagogical practice: A conceptual framework for teaching about teaching in clinical experiences*. *Action in Teacher Education*, 40(4), 428-446.
- Hikida, M., Chamberlain, K., Tily, S., Daly-Lesch, A., Warner, J. R., & Schallert, D. L. (2019). *Reviewing how preservice teachers are prepared to teach reading processes: What the literature suggests and overlooks*. *Journal of Literacy Research*, 51(2), 177-195.
- National Assessment of Educational Progress (NAEP). (2019). The nation's report card: Reading. <https://www.nationsreportcard.gov/reading?grade=4>.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Pub. No. 00-4769). Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Child Health and Human Development.
- National Council on Teacher Quality (NCTQ). (2018). *A Closer Look at Early Reading*. [https://www.nctq.org/dmsView/2018\\_Reading\\_Findings](https://www.nctq.org/dmsView/2018_Reading_Findings).
- Russell, D. (Ed.). (2020). *Implementing Augmented Reality Into Immersive Virtual Learning Environments*. IGI Global.
- The Foundation For Critical Thinking. (2019). "Our Mission." <https://www.criticalthinking.org/pages/our-mission/405>.
- United State Department of Education (USDoE). (2021). *Improving Teacher Preparation: Building on Innovation*. Captured February 19, 2021: <https://www.ed.gov/teacherprep>.
- Walsh, K., Glaser, D., & Wilcox, D. D. (2006). *What education schools aren't teaching about reading and what elementary teachers aren't learning*. National Council on Teacher Quality.

# Appendix

## RDG 457 Diverse Reader 2: Reading Clinic Overview

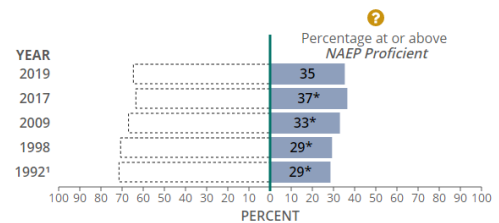
### Purpose

- The most recent state and national reading assessment results show less than 40% of 4th grade elementary students reach proficiency in reading (NAEP 2019: <https://www.nationsreportcard.gov/highlights/reading/2019/>). At present, educator preparation programs are working to improve the training of teacher candidates in this critical area, with the goal of increasing reading proficiency rates of elementary school students across the country. A primary responsibility of educator preparation programs is to graduate teachers who have the knowledge and skills necessary for teaching elementary school students how to read. The School of Education (SoE) developed RDG 457 Diverse Reader 2: Reading Clinic to provide teacher candidates with opportunities to develop expertise in teaching reading through innovative role-play experiences using immersive software (i.e., from Mursion®), and by teaching reading skills to local elementary school students. The programs employed are research-based, and include instructional techniques supported by today's reading researchers (e.g., Dr. Ken Pugh of Haskins Laboratory). With limited influence over instructional environments in SoE partnership schools, the Reading Clinic ensures a clinically-based controlled environment where curriculum, instructional pedagogy and nationally-normed assessments can be implemented with fidelity.

Report Card 2019 | NAEP Reading Assessment | Highlights

in fourth-grade NAEP reading achievement-level results

NE: NAEP PROFICIENT [set at NAEP Basic](#) [Show NAEP achievement-level details](#)



### State and National Standards

- The Colorado Department of Education requires educator preparation programs to prepare teacher candidates in the knowledge and skills outlined in the Elementary Education Endorsement Standards. Select standards related to teaching foundational reading skills are excerpted from the standards and listed below.
- The Colorado Department of Higher Education recently informed educator preparation programs that teacher graduates will be tracked at the state level in regards to several measures, one of which being “classroom performance” which may include student achievement results on state reading assessments. The clinically-based reading activities in RDG 457 will support School of Education efforts to graduate teachers who are effective in raising elementary student achievement given that reading is a foundational skill upon which success in other subjects is contingent.
- The National Council on Teacher Quality, a Washington DC think tank, advocates for rigorous preparation of teacher candidates in the area of teaching reading: <https://www.nctq.org/dmsView/NCTQ - Standard 2 How Programs Stack Up>. A reading clinic where TCs develop automaticity in how to teach reading skills will support their development in proficiency toward NCTQ standards. In addition, implementing this course will support our current “A” grade with NCTQ in the area of reading: <https://www.nctq.org/review/viewProgram/Colorado-Christian-University-CO-1>

### Partner Schools and Student Enrollment

- The School of Education enrolls elementary students from established partner schools geographically close to the CCU Lakewood campus.

- Parents/Guardians transport their children to the CCU campus.
- The School of Education works directly with the principal of the schools to ensure that communication with parents/guardians meets school/district policies.
- The School of Education provides parent/guardians packets that outline details of the program, as well as instructional recommendations for their child upon completion of the program.

### Spring 2021 Course Logistics

- RDG 457 is a 3-credit course open to School of Education Juniors and Seniors.
- The course is offered both academic terms. Anticipated enrollment is 20 teacher candidates each term.
- The course is required of Elementary and Special Education teacher candidates.
- The first 7 weeks of the course include training the teacher candidates in the chosen program (e.g., Seeing Stars by Lindamood-Bell, etc.). The second 7 weeks include teaching the elementary students. The last week is spent analyzing pre- and post-assessment results, and generating instructional recommendations for the parents/guardians.
- Reading clinic hours are on Thursdays from 3:15 to 5:45 p.m. There are two 45-minute sessions with a 15-minute break between sessions.
- Training content includes:
  - Program-specific activity steps and teacher language
  - Scripted teacher error correction
  - Scripted teacher scaffolds for diverse learners
  - Guidance on pacing between activities, and leveling materials
  - Clinical note-taking
- Training sequences for each activity include:
  - Instructor provides lecture
  - Instructor models activity with teacher candidates
  - Instructor shows activity being implemented with an elementary student
  - Teacher candidates work in small groups to role-play activity
  - After several activities are introduced, teacher candidates engage in several activities (i.e., mock tutoring session) to allow for sustained practice
- For the Spring 2021 term, the SoE chose to forgo enrolling elementary students and is instead piloting immersive software developed by Mursion®: <https://www.mursion.com/> Mursion sessions will be recorded and shared with various stakeholders to demonstrate the use of immersive technology in training teacher candidates to teach reading.

**Select Standards From 4.02(1) Colorado Elementary Education Endorsement Standards**

4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:

4.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.

4.02(5)(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control.

4.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.

4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.

4.02(5)(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development.

4.02(6): The elementary educator is knowledgeable about the structure of language including:

4.02(6)(a) phonology (the speech sound system), and is able to:

4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English.

4.02(6)(b) orthography (the spelling system), and is able to:

4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme.

4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English.

4.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words.

4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling.

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.

4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).

4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.

4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.



**Select Standards From 4.02(1) Colorado Elementary Education Endorsement Standards**

4.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

4.02(9): The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.

4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.

4.02(9)(c) stating the rationale for multisensory and multimodal techniques.

4.02 (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.

4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.

4.02(10) The elementary educator is able to develop fluent, automatic reading of text:

4.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.

4.02(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.

4.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level.

4.02(10)(d) knowing sources of activities for building fluency in component reading skills.

4.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes.

4.02(10)(f) understanding techniques to enhance a student's motivation to read.

4.02(10)(g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.

4.02(10)(h) understand the relationship between accuracy and reading fluency.