

Agenda Item Number 7.02(1)

**Taylor County District School Board  
Office of the Superintendent  
Agenda Item for School Board Approval**

Date Submitted 02/20/2020 Board Meeting Date 03/03/2020

Date agenda item is due in the Superintendent's Office 02/21/2020

Person submitting the item: Sharon Hathcock-DOI

Name of document placed on agenda: PAEC Reading Endorsement Add-on Pla

Summary description regarding this action item:

Please review and approve the attached PAEC Reading

Endorsement Add-on Plan K-12.

APPROVED

MAR 03 2020

By Taylor County  
School Board

Signatures Required

Yes ☒ No ☐

Reviewed by:

Director of Finance \_\_\_\_\_

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel \_\_\_\_\_

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Sharon Hathcock

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent \_\_\_\_\_

TCSB # 0607-3

**INSERVICE PROGRAM  
FOR ADDING AN ENDORSEMENT IN  
READING K-12  
TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared by**

**The Panhandle Area Educational Consortium**

**2019**



***Advancing Schools and Communities for Student Success  
Every Student Every Day!***

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## TABLE OF CONTENTS

Program Title .....	2
Program Rational and Purpose.....	2
Program Content/Curriculum .....	6
Instructional Design and Delivery .....	8
Completion Requirements .....	46
Program Evaluation .....	47
Management.....	49
School Board Approval .....	50
Appendix.....	51

## **I. PROGRAM TITLE:**

Panhandle Area Educational Consortium Reading Endorsement Add-on Plan K-12.

## **II. PROGRAM RATIONALE AND PURPOSE:**

Florida is a state with a strong educational history of leading the nation. From the beginning, Florida, assisted with the national state-led initiative effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) with the purpose to provide a clear and consistent framework for the understanding of learning--the knowledge and skills--which should occur to prepare our children for college and the workforce. Through careful and purposeful analysis, the Florida Standards were developed. The Florida Standards are aligned with college and work expectations that requires the rigor and application of knowledge, which exemplifies higher order thinking and skills in a clear and consistent manner. The Florida Standards requires increasing the complexity level of the texts Florida's K-12 students read and are exposed too. It is anticipated that many students previously proficient with features of text will be stretched beyond their capacity when faced with the more complex texts called for by the standards.

The purpose and mission of PAEC provides ideal positioning for the development of highly qualified teachers who are skilled in supporting all students to achieve at high levels. The fourteen member districts look to PAEC to provide exemplary professional development and rely on PAEC to develop and maintain their Master Inservice PAEC's Reading Endorsement Add-on Plan delivery's through the PAEC online courses, traditional face-to-face delivery and/or a blended model of online and Face-to-Face coursework; which is all managed through the electronic Professional Development Connections (the ePDC).

The PAEC Reading Endorsement Add-on Plan program will be an integral part of the focus on preparing all educators to assist all learners to be successful readers. The PAEC Reading Endorsement Add-on Plan has been carefully designed to meet the needs of these 14 diverse districts by providing a series of tracks, or courses of study, embedding a variety of delivery options to meet the required competencies. Each track ensures coverage of the specific indicators for each competency. The provision of various modes of delivery will ensure that all teachers in all PAEC member districts will have easy and equitable access to the opportunity to complete their reading endorsement in a timely manner. PAEC believes this matrix of exemplary professional development in the reading competencies will empower educators to select and commit to curriculum that will move them into defined and demonstrable competence as accomplished practitioners of reading instruction.

The 2019 comparison to 2018 FSA ELA by grade band reading data for PAEC's fourteen districts indicate percentages that have increased, fluctuated and decreased across 3-10 grade bands. Three of PAEC's districts, Calhoun, Wakulla and Walton consistently score higher than the state averages for all grade bands, with only two districts slightly below (1% and 4%) the state average in a grade band. Jackson's 9-10 grade students in 2018 scored 1% less than the state's 53%, increasing to the state's average in 2019, Liberty's 3-5 grade students scored 52%, 4% below the state's in 2018; yet, surpassed the state average in 2019 by 3%, scoring 60%. PAEC's seven remaining district FAMU-DRS, Franklin, Gadsden, Holmes, Jefferson, Madison and Taylor scored below the state averages across all grade bands. These percentages ranged greatly from highest at 55% to lowest at 26%. (See table below)

## 2019 Comparison to 2018 FSA ELA by Grade

		Grades 3-10 FSA English Language Arts % Level 3 or Above		Grades 3-5 FSA English Language Arts % Level 3 or Above		Grades 6-8 FSA English Language Arts % Level 3 or Above		Grades 9-10 FSA English Language Arts % Level 3 or Above	
District Number	District Name	2018	2019	2018	2019	2018	2019	2018	2019
00	STATEWIDE	54%	55%	56%	57%	53%	54%	53%	54%
07	CALHOUN	60%	61%	58%	60%	61%	61%	62%	65%
74	FAMU-DRS	40%	48%	38%	48%	40%	46%	44%	49%
19	FRANKLIN	40%	40%	40%	47%	41%	37%	36%	34%
20	GADSDEN	34%	36%	37%	40%	33%	35%	28%	29%
23	GULF	51%	49%	48%	47%	56%	49%	51%	54%
30	HOLMES	50%	52%	52%	55%	48%	49%	50%	51%
32	JACKSON	57%	57%	62%	60%	54%	56%	52%	54%
33	JEFFERSON	34%	32%	38%	34%	29%	32%	37%	26%
39	LIBERTY	57%	61%	52%	60%	56%	59%	64%	65%
40	MADISON	43%	40%	47%	45%	41%	40%	39%	32%
62	TAYLOR	44%	49%	48%	54%	46%	48%	31%	39%
65	WAKULLA	62%	60%	62%	65%	65%	58%	56%	57%
66	WALTON	60%	62%	63%	65%	60%	60%	57%	61%
67	WASHINGTON	52%	53%	58%	58%	50%	51%	48%	47%

**Note:** Each district will remain the authorizing body for approval of individual Reading courses for endorsement, certification or to meet professional development requirements.

### **III. PROGRAM CONTENT/CURRICULUM:**

The competencies for this Reading Endorsement Add-on Plan are aligned with Text Rule 6A-4.0292

#### **A. Florida's Reading Endorsement Competencies:**

**Competency 1: Foundations of Reading Instruction** – Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

**Competency 2: Application of Research-Based Instructional Practices** – Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.

**Competency 3: Foundations of Assessment** -- Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.

**Competency 4: Foundations and Applications of Differentiated Instruction** -- Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

**Competency 5: Demonstration of Accomplishment (Reading Practicum)** -- Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process.

#### **B. Florida's Professional Development Protocol:**

The content and delivery of each course will be grounded in scientifically based research and aligned with the National Staff Development Council Standards and Planning, Delivery, Follow-up and Evaluation Standards contained in Florida's Professional Development Evaluation System Protocol. The source for this protocol is the Florida Department of Education.

There are certain activities in which program participants will need to engage to meet these objectives. The following activities will need to be included in the Practicum:

- Working with students from among diverse groups of elementary and secondary readers:
  - Students reading at grade level and above
  - Response to Intervention (RtI) students
  - Students with disabilities
  - English Language Learners
  - Struggling readers
- Assessment of student(s) to generate comprehensive student reading profiles
- Analysis of data
- Applications of appropriate instructional practices and resources to meet reading needs of students
- Application of multisensory instruction and strategies
- Tracking student reading development over time
- Use of differentiated reading instruction to meet needs of students with varying reading needs, including students with dyslexia

#### **C. Specialization/Professional Studies:**

The Reading Endorsement is intended solely for teachers who currently hold or are eligible for a valid Florida Professional Educator's Certificate based on a bachelor's or higher degree.

#### **D. Nationally Recognized Guidelines:**

Guidelines other than those listed by the State for the K-12 Reading Endorsement (including Specialization Requirements for Certification in Reading, Grades K-12; Certification requirements for Exceptional Student Education; Specialization Requirements for Adding English for Speakers of Other Languages) were consulted. Such guidelines include Standards for Reading Professionals, International Reading Association; National Institute for Literacy's *Using Research and Reason in Education*; National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*; the National Reading Panel's, *Teaching Children to Read*; *Reading Between the Lines*; Florida State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and ACT, Inc. These guidelines were used in the selection of topics of study; program design; specific course content, objectives, and necessary resources; and professional development activities, including clinical activities.

As a result, each course will be grounded in research which addresses the five components of reading as a process; appropriate uses of assessment for screening, diagnosis and progress monitoring; as well as, research based initial instruction and immediate intensive intervention. Articles and/or portions of these documents as well as other resources listed in each competency's bibliography will be used for group study and individual reflective writing and application.

### **IV. INSTRUCTIONAL DESIGN AND DELIVERY**

In order to adequately prepare participants for a successful practicum experience, the instructional design provides a framework that scaffolds participants from the foundational competencies, throughout the application competencies and supervised practicum of Competency 5. This is accomplished by progressively increasing requirements for investigative activities as

participants move through the five competencies. Elements of the investigative activities will include a learning community approach and collaborative action research as appropriate to the competencies culminating in a supervised practicum.

Investigative activities will be chosen from a menu by the component instructor based on the Florida Standards, participant knowledge, instructional assignment and assessed student needs. Investigative activities may include, but are not limited to:

- clinical interviews with students
- administration of reliable and valid reading assessments
- data analysis
- identification of source of student reading difficulties
- identification of performance indicators that may indicate dyslexia
- application of appropriate instructional practices
- application of multisensory instruction, strategies and activities
- case studies
- lesson study
- article review(s)
- individual study and research-based practice reports
- reflection after viewing research-based practice
- guided inquiry
- collegial discussions
- observations of best practices
- on-going personal reflection
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for each competency.

#### A. Instructional Strands:

**Guiding Principle:** Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive, ongoing, and utilized for effective instructional decision-making.

**2020 Reading Endorsement Competencies**

Component #	Inservice Points	Component Title
01-013-006	60	Foundations of Reading Instruction
01-013-007	60	Applications of Research-Based Practices
01-013-008	60	Foundations of Assessment
01-013-009	60	Foundations and Applications of Differentiated Instruction
01-013-010	60	Demonstration of Accomplishment (Reading Practicum)
	<b>Total: 300</b>	

**Competencies and Performance Indicators Considered in Development of PAEC Reading Endorsement**

Competency	Performance Indicators
<p><b>1: Foundations of Reading Instruction</b></p> <p><b>Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.</b></p>	<p>The total inventory of Performance Indicators (A-G) satisfies Competency 1.</p> <p><b>A: Comprehension</b></p> <p>1. A.1 Understand that building oral and written language facilitates comprehension.</p> <p>1. A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”</p> <p>1. A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p> <p>1. A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p> <p>1. A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.</p> <p>1. A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.</p> <p>1. A.7 Understand the reading demands posed by domain specific texts.</p> <p>1. A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p> <p>1. A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.</p> <p>1. A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.</p> <p><b>B: Oral Language</b></p> <p>1. B.1 Understand how students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.</p> <p>1. B.2 Understand the differences between social and academic language.</p> <p>1. B.3 Understand that writing enhances the development of oral language.</p> <p>1. B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.</p> <p>1. B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.</p> <p>1. B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.</p> <p><b>C: Phonological Awareness</b></p> <p>1. C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).</p> <p>1. C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words &amp; syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).</p> <p>1. C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.</p> <p>1. C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language &amp; dialect differences).</p> <p>1. C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.</p> <p>1. C.6 Understand the role of formal and informal phonological awareness assessment to</p>



	<p>make instructional decisions to meet individual student needs.</p> <p><b>D: Phonics</b></p> <p>1. D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.</p> <p>1. D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).</p> <p>1. D.3 Understand structural analysis of words.</p> <p>1. D.4 Understand that both oral language and writing can be used to enhance phonics instruction.</p> <p>1. D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.</p> <p><b>E: Fluency</b></p> <p>1. E.1 Understand that the components of reading fluency are accuracy, expression, and rate, which impact reading endurance and comprehension.</p> <p>1. E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.</p> <p>1. E.3 Understand the relationships among fluency, word recognition, and comprehension.</p> <p>1. E.4 Understand that both oral language and writing enhance fluency instruction.</p> <p>1. E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p> <p><b>F: Vocabulary</b></p> <p>1. F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.</p> <p>1. F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).</p> <p>1. F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).</p> <p>1. F.4 Understand the domain specific vocabulary demands of academic language.</p> <p>1. F.5 Understand that writing can be used to enhance vocabulary instruction.</p> <p>1. F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.</p> <p><b>G: Integration of the reading components</b></p> <p>1. G.1 Identify language characteristics related to social and academic language.</p> <p>1. G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.</p> <p>1. G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.</p> <p>1. G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.</p> <p>1. G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.</p> <p>1. G.6 Understand the role of formal and informal reading assessment to make instructional</p>
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	decisions to meet individual student needs.
<p><b>2: Applications of Research-Based Practices</b></p> <p>Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.</p>	<p>The total inventory of Performance Indicators (A-G) satisfies Competency 2.</p> <p><b>A: Comprehension</b></p> <p>2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).</p> <p>2. A.2 Use both oral language and writing experiences to enhance comprehension.</p> <p>2. A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.</p> <p>2. A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</p> <p>2. A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p> <p>2. A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.</p> <p>2. A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.</p> <p>2. A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.</p> <p>2. A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.</p> <p><b>B: Oral Language</b></p> <p>2. B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).</p> <p>2. B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p> <p>2. B.3 Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.</p> <p>2. B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).</p> <p>2. B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.</p> <p><b>C: Phonological Awareness</b></p> <p>2. C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).</p> <p>2. C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).</p> <p>2. C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.</p> <p>2. C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).</p> <p>2. C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.</p> <p><b>D: Phonics</b></p> <p>2. D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.</p> <p>2. D.2 Recognize and apply an English language learner’s home language as a foundation</p>

	<p>and strength to support the development of phonics in English.</p> <p>2. D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).</p> <p>2. D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.</p> <p><b>E: Fluency</b></p> <p>2. E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).</p> <p>2. E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).</p> <p>2. E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.</p> <p><b>F: Vocabulary</b></p> <p>2. F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).</p> <p>2. F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.</p> <p>2. F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p> <p>2. F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p> <p>2. F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.</p> <p>2. F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).</p> <p>2. F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).</p> <p>2. F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.</p> <p><b>G: Integration of the reading components</b></p> <p>2. G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.</p> <p>2. G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).</p> <p>2. G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).</p> <p>2. G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).</p> <p>2. G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.</p> <p>2. G.6 Triangulate data from appropriate reading assessments to guide instruction.</p>
<p><b>3: Foundations of Assessment</b></p> <p><b>Teachers will</b></p>	<p>3.1 Understand and apply measurement concepts and characteristics of reading assessments.</p> <p>3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching</p>

<p><b>understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.</b></p>	<p>reader to text.</p> <p>3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.</p> <p>3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.</p> <p>3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).</p> <p>3.6 Analyze data to identify trends that indicate adequate progress in student reading development.</p> <p>3.7 Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).</p> <p>3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p> <p>3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.</p> <p>3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.</p>
<p><b>4: Foundations and Applications of Differentiated Instruction</b></p> <p><b>Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.</b></p>	<p>4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.</p> <p>4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.</p> <p>4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.</p> <p>4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.</p> <p>4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.</p> <p>4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.</p> <p>4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p> <p>4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.</p> <p>4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.</p> <p>4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.</p> <p>4.11 Scaffold instruction for students having difficulty in each of the components of reading.</p> <p>4.12 Implement a classroom level plan for monitoring student reading progress and</p>

	<p>differentiating instruction.</p> <p>4.13 Monitor student progress and use data to differentiate instruction for all students.</p> <p>4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. 4.15 Implement research-based instructional practices for developing students' higher order thinking.</p> <p>4.16 Implement research-based instructional practices for developing students' ability to read critically.</p> <p>4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.</p> <p>4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.</p> <p>4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.</p>
<p><b>5: Demonstration of Accomplishment (Reading Practicum)</b></p> <p><b>Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process.</b></p>	<p>5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.</p> <p>5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.</p> <p>5.3 Demonstrate research-based instructional practices for developing oral/aural language development.</p> <p>5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.</p> <p>5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.</p> <p>5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.</p> <p>5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.</p> <p>5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.</p> <p>5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.</p> <p>5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.</p> <p>5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.</p> <p>5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.</p> <p>5.13 Create an information intensive environment that includes print and digital text.</p> <p>5.14 Use a variety of instructional practices to motivate and engage students in reading.</p> <p>5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.</p>

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Option 1: PAEC Add-on Program					
	Track 1	Track 2	Track 3	Track 4	Track 5
Competency	PAEC (Face-to-Face Online and Blended)	Beacon Educator	NEFEC	Colleges and University Course Offerings	Individual Design
1	Foundations of Reading Instruction	Foundations of Reading Instruction	Instructional Foundations of Language & Reading	See Overview of College Courses, pg.	Individual teachers, under the direction of appropriate district staff, will have the opportunity to choose portions of Tracks 1-4, College courses, FLDOE approved reading endorsement courses that meet the competency requirements, and/or, the PDA Module #8: <i>Differentiating Reading Instruction for Students: Making It Explicit</i> -Competency 4, to meet the requirements for an add-on reading endorsement.
2	Application of Research-Based Practices	Foundations of Research-Based Practices	Applications of Research-Based Practices	See Overview of College Courses, pg.	
3	Foundations of Assessment	Foundations of Assessment	Foundations & Applications for Teachers & Principals	See Overview of College Courses, pg.	
4	Foundations and Applications of Differentiated Instruction	Foundations of Differentiation	Foundations & Applications of Differentiated Instruction	See Overview of College Courses, pg.	
5 All Reading Endorsement Candidates in all tracts will complete a <b>Supervised Practicum</b> that requires documentation of mastery of Competency 5 indicators.	Demonstration of Accomplishment (Reading Practicum)	Demonstration of Accomplishment	Demonstration of Accomplished Practices in Reading	See Overview of College Courses, pg.	

In order to meet the diverse needs of the fourteen member districts of PAEC, five tracks of study have been designed. The above matrix of Competencies and Tracks defines the mode of delivery for each competency within each course of study. Any other training offered and approved by the Florida Department of Education will count toward Track 5 of the PAEC Reading Endorsement Add-on Plan. (See Option 1, Track 5 above)

<p style="text-align: center;"><b>Option 2</b> <b>College Coursework</b></p>
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Requires official transcripts showing completion of the reading courses outlined below.

State Board Rule 6A-4.0163 requires completion of fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties to include:

- a. 6 semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
- b. 3 semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
- c. 3 semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
- d. 3 semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.



**PAEC READING ENDORSEMENT OVERVIEW OF COLLEGE COURSES**

Competency 1 Foundations of Language and Cognition (60 pts)	Competency 2 Foundations of Research- Based Practices (60 pts)	Competency 3 Foundations of Assessment (60 pts)	Competency 4 Foundations and Applications of Differentiated Instruction (30/30 pts)	Competency 5 Demonstration of Accomplishment (60)
<b>UWF:</b> <u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>LAE 3314</b> - Literacy for the Emergent Learner</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6116</b> - Foundations of Early Literacy</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 3310</b> – Literacy Instruction for the Intermediate Learner</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6060</b> – Foundations of Middle and Secondary Literacy</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4542c</b> – Assessment and Differentiated Instruction in Reading (Competency 3 <b>and</b> 4)</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5515</b> – Classroom Reading Assessments</li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4542c</b> – Assessment and Differentiated Instruction in Reading (Competency 3 <b>and</b> 4)</li> </ul> <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6240</b> – Differentiating Instruction</li> </ul>	<u>Undergraduate*</u>  <u>Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 6866</b> – Practicum in the Teaching of Reading</li> </ul>
<b>FSU</b> <u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4310</b> – The Development and Assessment of Emergent Reading and Writing</li> </ul> <u>Elem. Education Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5109</b></li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5109 (Same)</b></li> </ul>	<u>Undergraduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4510</b> – Teaching Reading in the Elementary School</li> </ul> <u>Elem. Education Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5147</b> – Foundations of Developmental Reading</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5147 (Same)</b> – Foundations of Developmental Reading</li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>EDE 4302</b> – Beginning Fall 2014)</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5466</b></li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>EDE 4316</b> - Differentiating Instruction in Reading</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>EEX 5258</b></li> </ul>	<u>Elem. Education Undergraduate and Graduate:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 4941</b> – Practicum in Reading ESOL</li> </ul> <u>Reading Lang. Arts MS and others:</u> <ul style="list-style-type: none"> <li>▪ <b>RED 5947</b></li> </ul>
<b>Flagler College</b> <ul style="list-style-type: none"> <li>▪ <b>EEL 301</b> – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>EEL 301</b> – Elementary Reading Instruction (may be used for Competency 1 and 2, but not both)</li> <li>▪ <b>EEL 455</b> – Diagnostic Reading (Integrates Competencies 1, 2 and 3, <i>EEL 455 and EEL 301</i> cover Competencies 1, 2 and 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>EEL 455</b> – Diagnostic Reading (Integrates Competencies 1, 2 and 3, must be taken for either Competencies 2 and 3)</li> </ul>	<p align="center">Combination of six courses to complete Competency 4.</p>	<u>Undergraduate*</u>

<b>Chipola College</b> <ul style="list-style-type: none"> <li>▪ <b>RED 3009</b> – Early and Emergent Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 3360</b> – Teaching Reading in the Middle/Secondary School</li> <li>▪ <b>RED 3311</b> – Teaching Reading in the Intermediate Grades</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 4312</b> – Integration of Assessment into Classroom Reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RED 4519</b> – Diagnostic and Instructional Interventions in Reading</li> </ul>	<u><b>Undergraduate*</b></u>
<b><i>*Requires Internship Prerequisites coursework.</i></b>				

## **B. TRAINING COMPONENTS:**

**COMPONENT NUMBER: 01-013-006**

- **FOUNDATIONS OF READING INSTRUCTION**

Foundations of Reading Instruction: Reading Endorsement Competency 1

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators

Instructional Staff

School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Varied

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

## **SPECIFIC OBJECTIVES:**

### **A: Comprehension**

The participant will:

1. Understand that building oral and written language facilitates comprehension
2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity)
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement
5. Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes

7. Understand the reading demands posed by domain specific texts
8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting
9. Understand how English language learners' linguistic and cultural background will influence their comprehension
10. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs

### **B: Oral Language**

The participant will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language
2. Understand the differences between social and academic language
3. Understand that writing enhances the development of oral language
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction
5. Recognize the importance of English language learners home languages, and their significance for learning to read English
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs

### **C: Phonological Awareness**

The participant will:

1. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis)
2. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes)
3. Understand that writing, in conjunction with phonological awareness, enhances reading development
4. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences)
5. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English
6. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs

### **D: Phonics**

The participant will:

1. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages
2. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules)
3. Understand structural analysis of words
4. Understand that both oral language and writing can be used to enhance phonics instruction
5. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs

### **E: Fluency**

The participant will:

1. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension
2. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension
3. Understand the relationships among fluency, word recognition, and comprehension
4. Understand that both oral language and writing enhance fluency instruction
5. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs

**F: Vocabulary**

The participant will:

1. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts
2. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis)
3. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)
4. Understand the domain specific vocabulary demands of academic language
5. Understand that writing can be used to enhance vocabulary instruction
6. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs

**G: Integration of the reading components**

The participant will:

1. Identify language characteristics related to social and academic language
2. Identify phonemic, semantic, and syntactic variability between English and other languages
3. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners
4. Understand the impact of oral language, writing, and an information intensive environment upon reading development
5. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency

**ACTIVITIES:**

In the knowledge acquisition portion of Competency 1, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major components of the reading process.

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment, assessed student needs and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan design
- article(s) review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- conduct clinical interview(s) to begin a portfolio of reading profiles
- case studies
- collegial discussions
- practice of best practices
- data analysis
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

**EVALUATION:**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing. **Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.**

## COMPONENT NUMBER 01-013-007

- **APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES**

Application of Research-Based Practices: Reading Endorsement Competency 2

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators  
Instructional Staff  
School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Varied

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

### SPECIFIC OBJECTIVES:

#### A: Comprehension

The participant will:

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.)
2. Use both oral language and writing experiences to enhance comprehension
3. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided
6. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction

**B: Oral Language**

The participant will:

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning)
2. Create an environment where students practice appropriate social and academic language to discuss diverse texts
3. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English
4. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation)
5. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction

**C: Phonological Awareness**

The participant will:

1. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes)
2. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration)
3. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development
4. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
5. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction

**D: Phonics**

The participant will:

1. Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level
2. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English
3. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts)
4. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction

**E: Fluency**

The participant will:

1. Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.)
2. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics)
3. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction

**F: Vocabulary**

The participant will:

1. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.)
2. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language
3. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots)
4. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary
5. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content
6. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary)
7. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.)

8. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction

### **G: Integration of the reading components**

The participant will:

1. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components
2. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes)
3. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading)
4. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts)
5. Demonstrate understanding of similarities and differences between home language and second language reading development
6. Triangulate data from appropriate reading assessments to guide instruction.

### **ACTIVITIES:**

In the knowledge acquisition portion of Competency 1, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major components of the reading process.

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment, assessed student needs and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan design
- article(s) review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- conduct clinical interview(s) to begin a portfolio of reading profiles
- case studies
- collegial discussions
- practice of best practices
- data analysis
- presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

### **EVALUATION:**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

**Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.**



**COMPONENT NUMBER 01-013-008**

- **TITLE: FOUNDATION OF ASSESSMENT**

Foundation of Assessment: Reading Endorsement Competency 3

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators

Instructional Staff

School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Varied

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

**SPECIFIC OBJECTIVES:**

The participant will:

1. Understand and apply measurement concepts and characteristics of reading assessments.
2. Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
3. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
5. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
6. Analyze data to identify trends that indicate adequate progress in student reading development.
7. Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

9. Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
10. Identify appropriate assessments and accommodations for monitoring reading progress of all students.
11. Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

#### **ACTIVITIES:**

In the knowledge acquisition portion of Competency 3, participants will be actively engaged in research-based content designed to inform participants of the knowledge and skills needed to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision making. Topics will include different types of assessments, psychometric standards for reliability and validity, the role of assessment in planning and validating instruction and the appropriate use of instructional reading assessments

The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment and assessed student needs. In addition to reviewing FSA data, participants will use a variety of screening, diagnosis and progress monitoring instruments to assess student progress throughout this component. These assessments may include, but are not limited to, Florida Assessment for Instruction in Reading (F.A.I.R.), Stanford 9, Woodcock Johnson, Slosson Oral Reading Test, Diagnostic Assessment of Reading (DAR), Multiple Measures 2<sup>nd</sup> Edition, DIBELS 8<sup>th</sup> Edition, Standardized Test for Assessment in Reading (STAR) and Peabody Picture Vocabulary. Student outcome measures gleaned from component assessment will be included as part of the program evaluation data. Investigative activities may be collaborative and include, but are not limited to:

- article review
- field experience log
- clinical interview(s) to enhance a portfolio of reading profiles
- individual study and report on a reliable and valid assessment instrument
- reflection after viewing the administration of a reliable and valid screening, diagnostic or progress monitoring assessment instrument
- administration of assessments necessary for conducting a case studies of a struggling reader(s)
- analysis and interpretation of state and district student test data to inform instruction
- analysis and interpretation of formal and informal student assessment data including screening, diagnosis, progress monitoring and outcome measures to inform instruction

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

#### **EVALUATION:**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

**Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.**

**COMPONENT NUMBER 01-013-009**

**1. FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION**

Foundations and Applications of Differentiated Instruction: Reading Endorsement Competency 4

**2. DEPARTMENT SPONSOR**

PAEC Professional Development Center

**3. COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

**4. ELIGIBLE PARTICIPANTS**

Administrators  
Instructional Staff  
School Related Personnel

**5. POINT RANGE**

60points

**6. PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

**7. PRIMARY DELIVERY METHOD**

Varied

**8. FOLLOWUP**

Varied

**9. OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 of this document.

**SPECIFIC OBJECTIVES:**

The participant will:

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
9. Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, that includes multisensory instruction and strategies.

10. Differentiate reading instruction for English language learners with various levels of first language literacy.
10. Scaffold instruction for students having difficulty in each of the components of reading that includes multisensory instruction and strategies.
11. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
12. Monitor student progress and use data to differentiate instruction for all students.
13. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
14. Implement research-based instructional practices for developing students' higher order thinking.
15. Implement research-based instructional practices for developing students' ability to read critically.
16. Implement research-based instructional practices using writing to develop students' comprehension of text.
17. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities, including dyslexia.
18. Modify assessment and instruction for students with significant cognitive disabilities, including dyslexia, while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

#### **ACTIVITIES:**

Participants will be actively engaged in research-based content designed to develop broad knowledge of students from differing profiles, including students with disabilities, ELLs, and students from diverse populations and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. Topics will include different student reading profiles across the grade levels, flexible grouping for differentiated instruction, diverse student populations and instructional accommodations.

The investigative activities for these competencies will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

- lesson plan for instructional differentiation based on data analysis
- differentiated instruction demonstration
- article(s) review
- field experience log
- individual study and report on an effective practice for instructional differentiation
- reflection after viewing model of effective instruction for ELLs, ESE or RtI students
- clinical interview(s) to enhance a portfolio of reading profiles
- case study of a struggling reader(s)
- student tutoring

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

#### **EVALUATION:**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing.

**Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on page 33 of this document.**

## COMPONENT NUMBER 01-013-010

- **DEMONSTRATION OF ACCOMPLISHMENT (READING PRACTICUM)**

Demonstration of Accomplishment (Reading Practicum): Reading Endorsement Competency 5

- **DEPARTMENT SPONSOR**

PAEC Professional Development Center

- **COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

- **ELIGIBLE PARTICIPANTS**

Administrators

Instructional Staff

School Related Personnel

- **POINT RANGE**

60 points

- **PRIMARY PURPOSE**

Add-on Certification and/or Re-Certification

- **PRIMARY DELIVERY METHOD**

Supervised Practicum

- **FOLLOWUP**

Varied

- **OVERALL GOAL/GENERAL OBJECTIVE**

One of five component offerings leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate a theoretical and functional knowledge to complete all course work through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, with a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, integration of the reading components and demonstration of mastery of all required indicators as determined valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 33 – 63 of this document.

### SPECIFIC OBJECTIVES

The participant will:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
9. Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
10. Demonstrate research-based instructional practices for developing students' ability to read critically.
11. Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.

12. Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
13. Create an information intensive environment that includes print and digital text.
14. Use a variety of instructional practices to motivate and engage students in reading.
15. Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

## **ACTIVITIES:**

### **Practicum**

In order to meet the Practicum requirement for the Florida Reading Endorsement Add-on Plan, the Panhandle Area Educational Consortium [PAEC] proposes the following Practicum process for all five tracks of its Reading Endorsement program. Research indicates the coaching process is imperative within professional development for embedding reading research and its research-based strategies into daily instructional practices. For this reason, peer coaching will be an integral and ongoing component of the Practicum throughout the entire reading endorsement process.

Each practicum participant will be supervised by highly qualified district selected experts in scientifically research-based reading instruction. The District practicum supervisor must have reading certification or reading endorsement.

### **District Practicum Supervisor Requirements**

- Meet with each participant to process learning upon completion of each lesson observation or video. Each meeting date should be documented. Verify that appropriate indicators are being demonstrated through each observed or video-taped lesson and corresponding lesson plan and reflection.
- Conduct 6 cohort sessions with practicum participants.
- Evaluate clinical portfolio for each of the following:
  - Appropriate use and interpretation of instructional assessments including identifying student poor performances that may indicate dyslexia
  - Appropriate application of reading instruction based on assessment data results that utilizes multisensory instruction and strategies
  - Application of appropriate differentiated instruction to meet diverse student reading needs
  - Appropriate use of research-based reading resources, best practices and strategies
  - Appropriate and sufficient amount and quality of items included in clinical portfolio
  - Collective evidence of student reading gains.

### **Practicum Participant Requirements**

This is a supervised practicum experience which will transpire over the course of 10-12 weeks (with a minimum of 36 hours student contact time) in a deliberate manner. Practicum participants will apply knowledge and skills learned in competencies 1-4 in a classroom setting with diverse and struggling readers. Sessions may be in the context of a summer reading camp, an after-school tutoring program, a clinical session within the school day or other settings as appropriate. Throughout this time frame and under the guidance of a practicum supervisor with reading expertise, the participant will engage in clinical experiences and will be responsible for completing and adhering to the requirements as outlined below in order to demonstrate all K-12 Reading Endorsement Competency 5 indicators (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15)

The supervised practicum will require:

- Documentation that Competencies 1-4 and/or college courses have been completed prior to beginning Competency 5.
- Participation in Clinical Cohort sessions during which participants function as members of a learning community. The activities of the learning community will include:
  - Reviewing and responding to the required videoed or observed lessons
  - Maintaining a log of activities conducted during Competency 5
  - Reading and reviewing professional texts and articles
  - Developing full-page reflection papers on the required lessons
  - Reviewing case study information
  - Developing focus-lessons based on formal and/or informal assessments
  - Investigating and reviewing theories of learning.
- A minimum of 36 hours of contact practice with students. This may be a small group of three to five students.
- Completion of a total of six lesson plans focusing on each of the following areas of reading:

- Comprehension – This lesson must include a ‘writing in response to reading’ and/or a ‘Comprehension Instructional Sequence’ component
- Oral language
- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Use of multisensory instruction and strategies
- Integration of reading components
- A video/observation (or combination as predetermined with the district contact and mentor) of each of the above lessons being taught to a class or group of students.
- A one-page reflection on each of the above lessons.
- Maintenance of a log of activities that pertain to Competency 5. Must include evidence of a print-rich environment and an explanation of how this is maintained for students.
- Completion of three case studies focusing on three students of varying reading abilities.

Practicum participants will progress through Competency 5 as a cohort group, when possible. Clinical portfolios will be submitted to the district professional development coordinator. The professional development coordinator will determine portfolio content to be maintained at the district.

### **Practicum Portfolios**

As evidence of completion of Competency 5, each participant’s practicum portfolio will include the following documentation:

- Documentation of successful completion of competencies 1-5 (Certificates of completion for each competency and/or college transcripts are required)
- Videotapes
- Rubrics
- Observation checklist
- All lesson plans and accompanying reflections
- Completed case studies
- All clinical cohort class reflections
- K-12 Reading Endorsement Competency 5 indicators (completed by clinical mentor)
- Collective evidence of student reading gains (case study, skill group or whole class)
- Copy of Form B-1 and PAEC Reading Endorsement transcript.

At the discretion of the professional development coordinator and practicum participant, lesson plans and practices may be transferred to a CD-ROM or flash drive for submission.

### **Additional Approved Competency 5 Practicum:**

Participants may also complete a district approved practicum, including college coursework.

### **EVALUATION:**

- A checklist documenting mastery of performance indicators completed during clinical conferences
- A practicum portfolio

Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 33 of this document.

### **Instructors:**

Instructors are reading specialists employed by the consortium’s fourteen different District County School Boards, persons contracted by an institution of higher education, and/or highly qualified staff members, or other instructors approved by the district. An instructor must hold a master’s degree in reading or have completed the five required courses for the reading endorsement; should have a minimum of three years successful experience as a reading specialist or in a comparable reading/leadership position, must have successful experience as a district trainer, and must have a recommendation from his/her principal and from the Professional Development Office Supervisor responsible for elementary or secondary reading.

## **V. COMPLETION REQUIREMENTS:**

### **A) Program Completion**

Satisfactory completion of individual components for add-on certification purposes may be demonstrated through:

- 1) The instructor's verification of successful demonstration of all applicable competencies and products within the component.
- 2) Completion all course requirements satisfactorily as outlined in the course design evaluation criteria. Participants will earn the 60 in-service points in each component for a total of 300 in-service points.
- 3) Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements. Approved reading endorsement three credit hour college courses can be converted to in-service points. An official college transcript, from a college or university, documenting successful completion of a course from the catalog description, of which establishes a reasonable equivalence to the District component must be provided by the applicant to the District Office of Certification.
- 4) Course completion will be verified by the District Office of Certification, upon submission of the appropriate materials.

### **B) Competency Demonstration**

1. All those attempting to add the reading endorsement to their Florida's Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented equivalent means. Competency demonstration will be done through projects, products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement will vary depending on the nature of the competency as described in the course design evaluation criteria.
2. The evaluation of mastery at or above an 80% level will be determined by direct observation according to a checklist of performance indicators and the submission of a clinical portfolio and maintain a learning log throughout the training program.
3. Upon completion of all five components or the college course equivalent, participants will submit a completed form to the District Office of Certification for final approval and program verification.

### **C) Competency Verification**

Verification of competencies other than through the procedures stated above is not an option for this add-on reading endorsement program.

## **VI. PROGRAM EVALUATION:**

As the Add-on Reading Endorsement Program becomes an integral part of district efforts to continually improve K-12 reading instruction, it is critical that this program is regularly reviewed for efficiency, effectiveness and impact. In addition to analyzing the evaluation data holistically, the results from each of the 5 delivery formats (tracks) will be analyzed and compared in order to determine relative effectiveness in varying contexts. While descriptive and qualitative data are useful for making operational improvements, the ultimate criterion for evaluation must be, "What effect is the Add-on Reading Endorsement Program having on student achievement?" In order to continually improve program quality, the evaluation will be ongoing and aligned with the Professional Development Evaluation Protocol as outlined in the following matrix:



	Evaluation Questions	PDEP Standard	Data Sources	Instrumentation	When?
Delivery	How many teachers satisfactorily completed the coursework required for Reading Endorsement?	1.2.2	Program Instructors	Descriptive data: Number and percentage of completers Number and percentage of out-of-field	Each semester
	Did the instruction use learning strategies appropriate to the intended goal that apply knowledge of human learning including modeling of effective teaching practices?	1.2.3	Participant perception	Feedback Survey	Annually
	Was the content relevant to the needs of classroom teachers?		Participant perception	Feedback Survey	Annually
Follow-up/ Implementation	Were acquired skills and knowledge transferred to classroom practice?	1.3.1	Administrator observation	Checklist of Competencies	Ongoing with annual data compilation beginning Y 2
	Were program participants offered ongoing support through school-based learning community activities, coaching, and/or web-based resources?	1.3.2 1.3.3	Program Participants School /District Professional Development Plans	Focus Group Document Review	Annually
Impact	What were the documented changes in student performance related to this training?	1.4.2	Student achievement documentation	Student Achievement Data including FSA Reading scores, assessments from Multiple Measures, 2 <sup>nd</sup> Edition and district assessments that may include DIBELS, Stanford 9, Woodcock Johnson, Slosson Oral Reading Test, F.A.I.R. Assessments and/or Peabody Picture Vocabulary.	Annually beginning Y 2
	Have program participants been encouraged and supported in conducting scientific-based research that studies student achievement as it relates to instructional practices developed through reading endorsement coursework?	1.4.4 3.4.3	Participant artifacts & self- report	Review of Scientific-based Research Projects	Annually beginning Y 2

Management/Cost Effectiveness	Are records of Component completion kept in an accurate and up-to-date manner?	3.2.7	District Artifacts	Review of Administrative Records	Annually
	Has the program been reviewed for cost effectiveness?	3.4.6			
	Have evaluation results been used to improve program design and implementation if indicated?	3.4.5			

## **VII. MANAGEMENT:**

### **A. Candidate Application and Admission**

The district staff development director will be responsible for application, admission, and final verification of completion of the Add-on Reading Endorsement Program and submission of appropriate paperwork to the Florida Department of Education.

Participants must be currently employed by a PAEC member school district. In order to be admitted, an individual must hold a valid temporary or professional certificate based on a bachelor's degree or higher with certification in an academic, degreed vocational, administrative or specialty class coverage. Candidates with temporary certificates must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. All candidates for the Add-on Reading Endorsement must fill out an initial application for the program, using Form A, found in Appendix II, and submit it to the District Office of Certification.

### **B. Attendance Requirements**

Component instruction will take place for indicated hours at convenient sites during or after school hours during the school year and throughout summers. Attendance at all sessions is mandatory. Reading Endorsement candidates must participate in each in-service component for the appropriate time requirement to receive the total in-service credit awarded by the component. In case of serious illness or extreme emergency, the instructor will work with the student to ensure that required class hours are satisfied.

### **C. Transfer and Utilization of Credit**

Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements. College courses approved by the state and aligned with a complete competency can be converted to in-service points. An official college transcript must be provided by the applicant to the district Office of Certification. The district will use Form C, found in Appendix II, to transfer college credit.

It is the responsibility of the district to review a transcript for recentness of credit for reading courses that meet competency indicators. See Florida Department of Education – Approved Options for Obtaining Reading Certification.

In-service credit earned in other school districts may be applied to the reading endorsement program provided that the component completion was earned as part of an approved Add-on Reading Endorsement Program.

### **D. Certification of Completion**

When a participant completes all Reading Endorsement Requirements, thereby demonstrating mastery of competencies and specific indicators, the participant will notify the district designated Reading Endorsement contact. The following forms will then be submitted to appropriate district staff for approval:

1. Form B-1,
2. Form C, if college credit is applicable,
3. Form D (Competency 5 Practicum Checklist or Official Transcript Verification), and
4. ePDC Reading Endorsement Transcript

The PAEC appropriate staff will verify completion and return to the district office for submission to the Florida Department of Education.

## **VIII SCHOOL BOARD APPROVAL:**

The Reading Add-on Endorsement Plan will be submitted to the individual school districts for approval.

## C. Matrix: Taylor County in Collaboration with PAEC

### FOUNDATIONAL READING SKILL: **COMPREHENSION**

#### **Competency 1:** Foundations of Reading Instruction

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

#### **Competency 2:** Application of Research-Based Instructional Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading.

Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
<b>01-013-006:</b> <b>Foundations of Reading Instruction</b>  <b>01-013-007:</b> <b>Application of Research-Based Instructional Practices</b>	<p><b>Article:</b> <i>Young Children's Oral Language Development - Reading Rockets</i></p> <p><b>Article:</b> <i>Role of Early Oral Language in Literacy Development</i> by Shanahan &amp; Lonigan</p> <p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b> by Bill Honig, Linda Diamond &amp; Linda Gutlohn. Chpt 1: <i>The Big Picture</i></p> <p><b>Teaching Reading Sourcebook:</b> <i>Introduction to Comprehension VI - Pgs. 609 – 617</i></p>	1.A.1	<b>Understand</b> that building oral and written language facilitates comprehension.	<p><b>1.A.1 - Curriculum Study Assignment:</b>  <b>*View PowerPoint</b>  <b>*Read</b> Chpt 1: <i>The Big Picture</i>. Identify key points.  <b>*Read Articles:</b> <i>Young Children's Oral Language Development</i> and <i>Role of Early Oral Language in Literacy Development</i></p> <p><b>1.A.1: Formative Assessment:</b>  <b>Complete</b> <i>Teaching Reading Sourcebook Study Guide: The Big Picture</i>  <b>-Discuss</b> the two articles with peers to develop an <b>understanding</b> of:  <b>*Define</b> oral language  <b>*Describe</b> the key findings for oral language and reading.  <b>*Identification</b> of examples of expressive and receptive language &amp; the characteristics of language components.  <b>Answer Questions:</b> <i>What is oral language, elements, purpose and teaching of oral language? Discuss activities that build oral and written language to support comprehension.</i></p>	<p><b>* Facilitator chooses which summative assessment participants complete.</b></p> <p><b>Methods of demonstration:</b>  <b>* Facilitator Observations</b>  <b>* Peer Discussions</b>  <b>* Ongoing Case Study</b>  <b>* Portfolio:</b>  <b>1) Summarize</b> key points of readings.  <b>2) Participants</b> complete an ongoing case study: 1.A.1: Provide examples for oral and written language, 3-5, that demonstrate an <b>understanding</b> of strategies that build both and aids comprehension.  <b>3) Reflect</b> upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction.</p>

	<p><i>Bringing Words to Life</i> by Beck, McKeown &amp; Kugan</p> <p><b>Article:</b> <i>Specific Ways to Use Webb's Depth of Knowledge in Class</i> – Marcus Guide/Prodigy</p> <p><b>HO:</b> <i>Cognitive Task Levels</i></p> <p><b><i>I Read It, But I Don't Get It</i></b> - Cris Tovani: Chpt 2:</p> <p><b>Article:</b> <i>Making It Stick: Memorable Strategies to Enhance Learning</i> – Reading Rockets</p> <p><b>Article:</b> <i>Multisensory Teaching – Meaning &amp; Importance</i> – Reading Rockets</p>	2.A.2	Use both oral language and writing experiences to enhance comprehension.	<p><b><u>2.A.2 &amp; 2.A.4: Curriculum Study Assignment:</u></b></p> <p><b>*View PowerPoint</b></p> <p><b>*Read: <i>Teaching Reading Sourcebook</i>:</b> <i>Introduction to Comprehension VI</i></p> <p><b>*Review</b> Rubrics: Written and Oral language, K-5 &amp; LAFS Speaking and Listening Standards.</p> <p><b>2.A.2 &amp; 2.A.4: Formative Assessment:</b></p> <p><b>*Complete <i>Teaching Reading Sourcebook</i> Study Guide:</b> <i>Introduction to Comprehension VI</i></p> <p><b>*Discuss with peers:</b> 1) how to ask questions or create conversation starters to incorporate language into daily instruction 2) importance of structuring class discussions 3) appropriate multisensory strategies to enhance language 4) appropriate supports for ELL students.</p> <p><b>*Participants design and teach</b> a lesson that uses both oral language and written experiences to enhance comprehension using best instructional practices.</p>	<p><b>- Portfolio: Participants design and teach</b> a lesson that uses both oral language and written experiences to enhance comprehension using best instructional practices: conversation starters, text-dependent questions, multisensory activities with language and text, supports for ELLs.</p> <p><b>- Reflect on effectiveness</b> of lesson: what worked well/didn't, changes needed and why.</p>
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.		
	<p><b><i>Teaching Reading Sourcebook</i>:</b> Pgs. 634 -635 &amp; 682 – 684</p>	1.A.2*	Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."	<p><b><u>1.A.2: Curriculum Study Assignment.</u></b></p> <p><b>View PowerPoint</b></p> <p><b>Read: Chpts 1 &amp; 2:</b> <i>Bringing Words to Life</i> <b>*Identify</b> key ideas of each chapter.</p> <p><b>*Identify</b> Tier 2 and 3 words of text <i>The Alaska Adventure</i>. Share w/table group.</p> <p><b><u>1.A.2: Formative Assessment:</u></b></p> <p><b>*Compare/contrast</b> the differences between social and academic language vs spoken and written.</p> <p><b>*Complete</b> the <b>YOUR TURN</b> at the end of chapter 2, Pg. 30</p> <p>1) Select text that you will teach.</p>	

		1.A.3	<p><b>Understand</b> the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p>	<p>2) Select words likely to be unknown to students.  3) Analyze the list for Tier 2 words &amp; most important for comprehension.  4) Decide which words you will teach.  5) Create lesson and teach.  6) Reflect upon effectiveness of the lesson.</p> <p><b>1.A.3: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>  <b>Read:</b> <i>Letting the Text Take Center Stage.</i>  <b>1.A.3: Formative Assessment:</b>  <b>Summarize, chart and report</b> assigned sections focusing on effective vs ineffective practices, impact of text upon reading comprehension, challenges text structure/features present and text complexity.</p>	
		1.A.4	<p><b>Understand</b> how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p>	<p><b>1.A.4: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>  <b>Complete</b> Survey of Knowledge: The Reader, Text &amp; Activity. Review results  <b>Reference:</b> Introduction to Comprehension  <b>1.A.4: Formative Assessment:</b>  <b>Discuss</b> why the reader's characteristics, motivation, reading purposes and text elements are important. <b>Answer:</b> Why must they all be taken into consideration during instruction? <b>Why</b> is it important for students to <b>know</b> that all texts are not read in the same manner?</p>	

	<p><b>Article: <i>Strategies to Help Students Go Deep When Reading Digitally</i></b> by Katrina Schwartz</p> <p><b>Teaching Reading in Social Studies, Science &amp; Math –</b> Laura Robb; Chpt 1</p> <p><b>Teaching Reading Sourcebook:</b> <i>Introduction to Comprehension VI</i> - Pgs. 609 – 617</p> <p><b>WIDA Article:</b> <i>SLIFE: Students with Limited or Interrupted Formal Education</i></p>	1.A.5	<b>Identify</b> cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	<p><b>1.A.5: Curriculum Study Assignment.</b> -View PowerPoint <b>Read HO:</b> <i>Cognitive Task Levels: Webb's Depth of Knowledge</i> <b>1.A.6: Curriculum Study Assignment.</b> <b>Read:</b> Tovani, Chpt 2: <i>I Read It, But I Don't Get It</i> and <b>HOs:</b> <i>What is Literary Text; What is Informational Text?</i> <b>1.A.5 &amp; 1.A.6: Formative Assessment:</b> <b>Complete</b> Analyzing Features of Text Complexity worksheet with provided text. <b>Create</b> 2-3 learning tasks for <b>each</b> cognitive target for a literary and informational text w/table group. <b>2.A.5: Curriculum Study Assignment.</b> <b>Read Article:</b> <i>Strategies to Help Students Go Deep When Reading Digitally</i> <b>2.A.5 &amp; 2.A.6: Formative Assessment:</b> <b>Use</b> the text complexity rubric to <b>analyze</b> selected literary, informational and digital text appropriate for your students to <b>identify</b> complexity levels.</p>	
		1.A.6	<b>Understand</b> reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.		
		2.A.5	<b>Select</b> narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.		
		2.A.6	<b>Provide</b> comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★		
	<p><b>WIDA HOs:</b> <i>CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i></p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p>	1.A.7	<b>Understand</b> the reading demands posed by domain specific texts.	<p><b>1.A.7: Curriculum Study Assignment.</b> -View PowerPoint -Read assigned section of <i>Teaching Reading in Social Studies, Science and Math: Chpt 1</i> <b>1.A.7: Formative Assessment: Identify</b> and <b>discuss</b> content reading issues: assumptions, roadblocks, challenges and characteristics of transmission and constructivist models with table groups. <b>2.A.3: Formative Assessment:</b> Teams/individuals present or create poster/handout with key findings and strategies identified to assist students with overcoming challenges and the obstacles of domain specific text based on participants' identified students' strengths/needs, including ELL students.</p>	<p><b>Portfolio:</b> *Participants apply 2-3 strategies identified with students, including ELLs, to assist with overcoming challenges and obstacles of a domain specific text based on students' strengths/need.</p> <p>Provide reflection of the effectiveness of strategies chosen.</p>
		2.A.3	<b>Apply</b> appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. ★		

		1.A.8	<b>Understand</b> that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	<b>1.A.8: Curriculum Study Assignment.</b> <b>View PowerPoint</b> <b>Reference:</b> <i>Teaching Reading Sourcebook: Introduction to Comprehension VI</i> - Pgs. 609 – 617 <b>1.A.8: Formative Assessment:</b> <b>Complete Study Guide for</b> <i>Introduction to Comprehension VI</i> <b>Identify</b> what good readers do before, during and after reading. <b>Identify</b> different types of <b>supports</b> for ELLs. <b>Answer:</b> How do these supports help <i>all</i> students? <b>2.A.1 &amp; 2.A.8: Formative Assessment:</b> <b>Participants create</b> two fix-it up lesson plans for selected text that includes multiple student strategies for monitoring comprehension and self-correcting that <b>targets</b> all students, especially struggling readers and ELLs. (See SB: <i>Click or Clunk</i> , Pg. 616 and WIDA HOs: <i>Differentiate with Supports and Differentiating Language While Maintaining Higher Order Thinking Opportunities</i> lesson planning worksheets.)	
		2.A.1	<b>Apply</b> intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).		
		2.A.8	<b>Model</b> a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.		
		1.A.9	<b>Understand</b> how <u>English language learners</u> ’ linguistic and cultural background will influence their comprehension.	<b>1.A.9: Curriculum Study Assignment:</b> <b>*Complete:</b> ELL Survey of Knowledge & Discuss <b>*Read assigned sections of WIDA</b>	<b>Portfolio: Choose</b> two idioms and <b>develop</b> lesson for students to act out and/or create a visual representation for the literal meaning, using props and

		2.A.7	<b>Scaffold</b> discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<p><b>Article:</b> <i>SLIFE: Students with Limited or Interrupted Formal Education</i></p> <p><b>Reference as Needed:</b> <i>WIDA HOs: CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</i></p> <p><b>1.A.9: Formative Assessment:</b> Discuss key findings. Report out assigned sections to group and implications for ELL students.</p> <p><b>2.A.7: Formative Assessment:</b> Discuss how idioms pose problems/barriers for ELLs. <b>Choose</b> two idioms and <b>develop</b> lesson for students to act out and/or create a visual representation for the literal meaning, using props and gestures. <b>Teach</b> lesson. <b>Reflect</b> upon the lesson, <b>identify</b> problems or barriers ELLs faced, <b>include</b> supports provided to overcome.</p>	gestures. <b>Teach</b> lesson. <b>Reflect</b> upon the lesson, <b>identify</b> problems or barriers ELLs faced, <b>include</b> supports provided to overcome.
		1.A.10	<b>Understand</b> the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	<p><b>1.A.10: Curriculum Study Assignment.</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Complete</b> Formative Assessment Quiz</p> <p><b>1.A.10: Formative Assessment:</b></p> <p><b>Discuss</b> differences between formative</p>	<p><b>* Facilitator Observations</b></p> <p><b>* Peer Discussions</b></p> <p><b>* Ongoing Case Study</b></p> <p><b>* Portfolio:</b></p> <p><b>1) Summaries of key points of all</b></p>



		2.A.9	<p><b>Recognize, describe, and incorporate</b> appropriate comprehension assessments <u>to guide instruction</u>.</p>	<p>and summative assessments, include different types of each.</p> <p><b>2.A.9: Formative Assessment:</b>  <b>*Use</b> data from a <b>variety</b> of formative assessments: <i>iReady</i>, running records, MAZE Screening Comprehension to <b>plan</b> targeted comprehension instruction.  <b>(See <i>Multiple Measures</i> for a variety.)</b></p> <p><b>*Examine</b> class composite FSA data. <b>Identify</b> strengths and needs, <b>include</b> targeted comprehension instruction for class, groups and individual students.</p>	<p>readings.</p> <p><b>2) Participants</b> complete an ongoing <b>Case Study</b> that incorporates all ten indicators, 1.A.1 - 10: Provide 3-5 examples that demonstrate an <b>understanding</b> of strategies that builds, enhances and strengthens comprehension.</p> <p><b>- Reflect on effectiveness</b> of lessons taught thus far for Indicators 1.A.1 - 1.A.10 identify what worked well/didn't, changes needed and why.</p> <p><b>3) Reflect</b> upon current practice and how to provide more authentic opportunities for language experience and text discussion in daily instruction.</p> <p><b>4) Reflect: Which</b> formative assessments do you <b>use</b> or plan to? <b>What</b> have you <b>learned</b> about informative and summative assessments?</p>
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FOUNDATIONAL READING SKILL: ORAL LANGUAGE					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b>, Chpt. 2: <i>Structure of English</i></p> <p><b>Article:</b> <i>Role of Early Language in Literacy Development:</i> Shanahan &amp; Lonigan</p> <p><b>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</b>, Chpt 1: <i>What is Academic Language?</i></p> <p><b>Article:</b> <i>Academic Language in Diverse Classrooms</i> – Gottlieb &amp; Ernst-Slavit</p> <p><b>WIDA HOs:</b> CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</p> <p><b>Teaching Reading Sourcebook, Chpt 2</b> – <i>Structures of Spanish</i></p>	1.B.1	<b>Understand</b> how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	<p><b>1.B.1: Curriculum Study Assignment.</b>  <b>View PowerPoint</b>            *<b>Complete</b> Phonological Awareness (PA) Survey of Knowledge            *<b>Read:</b> <i>Teaching Reading Sourcebook, 3<sup>rd</sup> Edition</i>, Chpt. 2: <i>Structures of English</i>            *<b>Watch Video:</b> <i>Sounds of English</i>  <b>1.B.1: Formative Assessment:</b>            *<b>Review</b> types of PA from the continuum            *<b>Complete:</b> <i>Teaching Reading Sourcebook</i> Study Guide: Chpt. 2: <i>Structures of English</i>            *<b>Identify</b> the type of phonological awareness skill presented on the PA activity cards. <b>Identify</b> which PA activities include multisensory tasks,            *<b>Identify</b> the specific senses targeted.            *<b>Practice</b> producing individual sounds of English with a partner.</p>	<p>* <b>Facilitator Observations</b>            * <b>Peer Discussions</b>            * <b>Ongoing Case Study</b>            * <b>Portfolio</b></p>
		1.B.4	<b>Understand</b> that the variation in students' oral language exposure and development requires differentiated instruction.	<p><b>1.B.4: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>            *<b>Complete</b> the WIDA ELL Survey            *<b>Read:</b> <i>Role of Early Language in Literacy Development</i>  <b>1.B.4: Formative Assessment:</b>            *<b>Discuss</b> survey and article findings.            *<b>Reflection Journal: Answer:</b> What is the <b>role</b> of oral language in today's classrooms? *<b>How</b> do we <b>support</b> students with poor language skills, <b>including ELLs?</b> <b>How</b> do we <b>increase</b> their oral language? *<b>Discuss</b> reflections with partner/table group.  <b>2.B.1: Formative Assessment:</b>            *Practice methods to build oral/aural language skills through Socratic questioning and reciprocal teaching.</p>	
		2.B.1	<b>Apply</b> intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★		

	<b>Study.com Video:</b> COGNITIVE Academic Language Proficiency (CALP)  <b>Articles:</b> <i>Literacy Instruction for ELLs and ELL Strategies &amp; Best Practices</i> from Colorin Colorado  <b>Article:</b> Reading Rockets: <i>Types of Informal Classroom-Based Assessments: The Role of Oral Language in Literacy Development</i>	1.B.2	<b>Understand</b> the differences between social and academic language.	<b>1.B.2: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Teaching Reading Sourcebook, 3rd Edition</i> , Chpt 1: <i>What is Academic Language?</i> <b>1.B.2: Formative Assessment:</b> <b>*Complete:</b> <i>Teaching Reading Sourcebook</i> Study Guide: Chpt. 1: What is Academic Language? <b>*Identify the following:</b> -Differences between social & academic language -Roles of academic lang. -Dimensions of Academic language -Different language perspectives -What speakers and writers do <b>2.B.2: Formative Assessment:</b> <b>*List</b> activities from your classroom that <b>highlight</b> the use of social and academic language. <b>*Review WIDA HOs</b> for supports and strategies by domains and sensory activities. <b>Answer:</b> Which activities will you implement?	
		2.B.2	<b>Create</b> an environment where students practice appropriate social and academic language to discuss diverse texts.		
	<i>Language in Literacy Development</i>	1.B.3	<b>Understand</b> that writing enhances the development of oral language.	<b>1.B.3: Curriculum Study Assignment.</b> <b>Read Article:</b> <i>Academic Language in Diverse Classrooms</i> <b>*Review</b> stages of oral vs written language stages <b>*Review</b> the Matthew Effect <b>*View PowerPoint</b> <b>1.B.3: Formative Assessment:</b> <b>*Discuss</b> how each stage of oral language vs written differs and compliments each other. <b>*Describe</b> the Matthew Effect. <b>2.B.4: Formative Assessment:</b> Use the I Do, We Do, You Do lesson model and develop a lesson that supports and develops the oral language needs of students through an interactive shared writing experience.	
		2.B.4	<b>Use</b> writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).		

		1.B.5	<b>Recognize</b> the importance of English language learners' home languages, and their significance for learning to read English.	<b>1.B.5: Curriculum Study Assignment.</b> <b>Review/Reference:</b> <i>Teaching Reading Sourcebook, Chpt 2 – Structures of Spanish</i> <b>1.B.5: Formative Assessment:</b> <b>*Complete Study Guide</b> for Chpt 2: Structures of Spanish <b>*Identify</b> key points of Spanish letter/sound system, sound/spelling sequence, syllable types and patterns, English/Spanish language differences, cross language transfer and positive/false cognates. <b>2.B.3: Curriculum Study Assignment.</b> <b>*Watch video:</b> COGNITIVE Academic Language Proficiency (CALP) <b>*Read Articles:</b> <i>Literacy Instruction for ELLs and ELL Strategies &amp; Best Practices</i> from Colorin Colorado <b>2.B.3: Formative Assessment:</b> <b>*Complete:</b> Study.com CALP Video Quiz <b>*Use</b> articles, WIDA HOs and the Speaking and Listening Standards and identify 2-5 effective methods of supporting an ELL's home language as a strength to support acquisition of English.	
		2.B.3*	<b>Recognize and apply</b> an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. ★		
		1.B.6	<b>Understand</b> the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	<b>1.B.6: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>Read Article:</b> Reading Rockets: <i>Types of Informal Classroom-Based Assessments: The Role of Oral Language in Literacy Development</i> <b>1.B.6: Formative Assessment:</b> <b>*Identify and Discuss:</b> The types of informal assessments presented in article. <b>2.B.5: Formative Assessment:</b> <b>*Analyze</b> samples of oral language formal and informal assessments provided. <b>Identify</b> each. <b>Answer:</b> What does each assessment <b>measure</b> ?	<b>Summative Assessment:</b> <b>*Case Study:</b> Administer two oral language assessments to two students, one being an ELL acquiring English and 1 student participant's <b>Case Study</b> . Determine appropriate next steps for instruction. <b>*Facilitator Observation</b> <b>*Class Discussion</b> <b>*Portfolio:</b> Participants will complete a portfolio that includes all completed readings, assignments, research, student artifacts, assessments & reflections.
		2.B.5	<b>Recognize, describe, and incorporate</b> appropriate oral language assessments <u>to guide instruction</u> . ★		

**FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p><b>Teaching Rdg. Sourcebook;</b> Section II: Early Literacy. Chpt 3: Print Awareness. Chpt. 4: Letter Knowledge. Chpt. 5: Phonological Awareness</p> <p><b>Article:</b> <i>Phonemic Awareness-</i> Honig, Diamond&amp; Gutlohn</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p><b>Article:</b> <i>Just the Facts: Dyslexia Assessment: What is it and how can it help?</i> by International Dyslexia Assoc.</p> <p><b>Video:</b> <i>Phonological Awareness</i></p> <p><b>Article:</b> <i>Phonological Awareness and Writing</i></p> <p><b>Teaching Reading Sourcebook: Section I: Word Structure.</b></p>	1.C.1	<b>Understand</b> phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	<p><b>1.C.1 &amp; 2: Curriculum Study Assignment.</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Complete</b> Phonological Awareness (PA) Terms Survey of Knowledge</p> <p><b>*Review</b> each type of phonological awareness skill.</p> <p><b>*Read:</b> <i>Phonological Awareness Continuum</i>; Professional paper <i>Phonemic Awareness</i>; Chpt. 5: <i>Phonological Awareness &amp; Just the Facts: Dyslexia Assessment: What is it and how can it help?</i></p>	<p><b>2.C.1 &amp; 2: Summative Assessment:</b></p> <p><b>*Administer</b> the Phonological Segmentation Test to 3 students (1 student participant's Case Study.).</p> <p><b>Analyze</b> results and <b>plan</b> instruction.</p> <p><b>*Add to Case Study.</b></p>
		1.C.2	<b>Recognize</b> the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	<p><b>*Read:</b> <i>Phonological Awareness Continuum</i>; Professional paper <i>Phonemic Awareness</i>; Chpt. 5: <i>Phonological Awareness &amp; Just the Facts: Dyslexia Assessment: What is it and how can it help?</i></p>	
		2.C.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). □	<p><b>*View Video:</b> Phonological Awareness</p> <p><b>*Read, Study and Practice:</b> <i>Multiple Measures: CORE Phonological Segmentation Test</i></p> <p><b>1.C.1 &amp; 2: Formative Assessment:</b></p> <p><b>*Review</b> survey of knowledge results.</p>	
		2.C.2	<b>Provide</b> opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★	<p><b>*Complete Study Guide</b> for Chpt. 5: <i>Phonological Awareness</i></p> <p><b>*Use</b> phonological awareness activity cards to identify the type of skill from PA Continuum. <b>*Identify</b> the <b>multisensory</b> tasks for each activity, including senses used. <b>Reflection:</b> How would the activities be adapted to <b>support</b> ELLS?</p> <p><b>*Groups/individuals discuss</b> and <b>report</b> what they learned about phonological awareness in the primary classroom.</p> <p><b>*Groups/individuals</b> create a 20 word, or less, summary defining dyslexia.</p> <p><b>Reflection *Answer following questions:</b> What is Dyslexia? How is it identified? What to expect? When is the best time to assess?</p> <p><b>*Use</b> the early writing continuum to <b>identify</b> the correct state of writing the</p>	

	- Chpt. 3: <i>Print Awareness</i> . Chpt. 4: <i>Letter Knowledge</i>			students are performing in, <b>including</b> matching to phonological awareness placement. <b>*Practice</b> administering Phonological Segmentation Test with partner.	
	<b>HO:</b> Phonological and Phonemic Awareness cards.  <b>Article:</b> <i>Elements of Effective Instruction: Phonological Awareness</i>	1.C.3	<b>Understand</b> that writing, in conjunction with phonological awareness, enhances reading development.	<b><u>1.C.3 &amp; 4: Curriculum Study Assignment.</u></b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Phonological Awareness and Writing</i> <b>*Video:</b> Sound production, pronunciation and sounds of English, Word Structure, and Letter knowledge. <b>Teaching Reading Sourcebook:</b> <b>Section I: Word Structure:</b> Chpts 3 & 4: <i>Print Awareness &amp; Letter Knowledge</i> <b><u>1.C.3 &amp; 4: Formative Assessment:</u></b> <b>*Complete: Study Guides for Section I:</b> <i>Word Structure:</i> Chpts 3 & 4: <i>Print Awareness &amp; Letter Knowledge</i> <b>*Teachers practice</b> in teams of 3 producing the sounds of English, with focus on stop sounds and articulating sounds without distortion. <b>*Identify</b> visually similar, phonologically similar and phonologically and visually similar letters. <b>*Reflection Journal:</b> <b>Answer following questions:</b> <b>Why</b> should teachers be aware of this? <b>How</b> is it problematic for students and ELLs learning to read? <b>How</b> do we prevent it from impeding learning to read? <b>Write</b> the name of each letter of the alphabet. <b>What</b> do you notice?  <b><u>2.C.3 &amp; 4: Formative Assessment:</u></b> <b>*Practice</b> administering Phoneme Deletion & Segmentation Tests with partner.	<b><u>2.C.4 &amp; 3: Summative Assessment:</u></b> <b>*Choose</b> 2 areas from the phonological awareness continuum to design two lessons for each: 1) oral Say-It-and-Move-It Elkonin Sound Boxes; 2) add print. Include <b>multisensory</b> tasks with each: <b>identify</b> senses used. <b>*Teach lessons.</b> <b>*Reflect upon effectiveness of lessons. What worked well/didn't? Changes?</b>
		2.C.4	<b>Use</b> writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).		

		1.C.4	<b>Distinguish</b> both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).		
		1.C.5	<b>Understand</b> how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	<u><b>1.C.5: Curriculum Study Assignment.</b></u> <b>*Review:</b> Structure of Spanish: Positive and false cognates, <b>*Review:</b> Positive, negative and zero phonics elements transfer to English. <u><b>1.C.5: Formative Assessment:</b></u> <b>*Identify</b> sounds of English that ELLS would find difficult. <b>Answer: Why these sounds present problems for ELLs?</b>	
		2.C.3	<b>Understand</b> and <b>apply</b> knowledge of how variations in phonology across languages affect English language learners' reading and writing development. ★	<u><b>2.C.3 Formative Assessment:</b></u> <b>*Participants record</b> themselves and <b>analyze</b> their sound production with cell phones. <b>Analyze</b> their production of sounds for accents/dialects. <b>Share.</b> <b>*Participants listen</b> to sample recordings of three ELL students with partner/table group. Identify the sound difficulties/errors. <b>List</b> methods to support ELLs.	
		1.C.6	<b>Understand</b> the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<u><b>1.C.6: Curriculum Study Assignment.</b></u> <b>*View PowerPoint</b> <b>*Review Exs:</b> PA Activity cards <b>*Read/Review HOs:</b> <i>Elements of Effective Instruction: Phonological Awareness</i> <u><b>1.C.6: Formative Assessment:</b></u> <b>*Read, Study and Practice:</b> CORE Phoneme and Segmentation Tests with partners.	<u><b>2.C.5: Summative Assessment:</b></u> <b>*Administer</b> Phoneme Deletion & Segmentation Tests with two students. Analyze results and identify needed instruction for each student. (1 student participant's <b>Case Study.</b> )
		2.C.5	<b>Recognize, describe, and incorporate</b> appropriate phonological awareness assessments <u>to guide instruction.</u> ★		

FOUNDATIONAL READING SKILL: PHONICS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p><b>Teaching Reading. SB- Section III:</b> <i>Decoding word recognition</i></p> <p><b>Teaching Reading SB:</b> Ch. 6: Phonics Ch. 7: Irregular Word Reading Ch.8: Multisyllabic Word Reading</p> <p><b>HO:</b> <i>Spot &amp; Dot</i> by Dr. Wendy Cheyenne</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p>	1.D.1	<b>Understand</b> that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	<p><b>1.D.1: Curriculum Study Assignment.</b>  <b>*Complete:</b> Phonics Survey of Knowledge <b>*Review</b> and <b>correct</b> Phonics Survey of Knowledge incorrect responses.  <b>*View PowerPoint</b>  <b>*Read:</b> <i>Teaching Reading. SB- Section III: Decoding word recognition. AND Ch. 6: Phonics</i>  <b>1.D.1: Formative Assessment:</b>  <b>*Complete</b> Study Guide for <i>Section III: Decoding word recognition. and Ch. 6: Phonics</i>  <b>*Analyze:</b> The Adams Model of Skilled Reading and Ehri's Phases of word recognition development in Section III.  <b>*Groups/individuals create</b> presentation for key information found in Section III.  <b>*Groups/individuals analyze</b> samples of student work to determine which phase (from Ehri's) each student places.  <b>*Reflect</b> upon how this knowledge guides instruction. <b>Share.</b></p>	<p><b>* Facilitator Observations</b>  <b>* Peer Discussions</b>  <b>* Ongoing Case Study</b>  <b>* Portfolio</b></p> <p><b>2.D.1: Summative Assessment:</b>  <b>-Complete the Phonics Assessment with Case Study student. Analyze results and identify instruction needed.</b>  <b>-*Administer</b> to 2 students one below and one grade level the Phonics Surveys (Case Study student should be one). <b>Analyze</b> student samples for phonics errors. <b>Plan</b> instruction.</p>
		2.D.1	<b>Apply</b> intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. ★	<p><b>2.D.1: Curriculum Study Assignment. Study and Practice:</b> CORE Phonics Surveys/Assessment  <b>*Practice</b> administering CORE Phonics Surveys to students.</p>	
		2.D.2	<b>Recognize</b> and <b>apply</b> an English language learner's home language as a foundation and strength to support the development of phonics in English. □	<p><b>2.D.2: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>  <b>*Analyze:</b> Phonics Elements (sound/spelling categories).  <b>*Compare</b> with the sounds of Spanish.  <b>*Review:</b> 20 Most Common Greek and Latin Roots and affixes used in English texts.</p>	



				<p>*<b>Compare</b> with the Spanish language.</p> <p><b>2.D.2: Formative Assessment:</b></p> <p>*<b>Define</b> phoneme, grapheme and morpheme. <b>Include</b> multiple examples of each. *<b>Identify</b> which sounds are same/different for production and spellings * <b>Identify</b> which Greek &amp; Latin roots and affixes are common between English &amp; Spanish.</p>	
		1.D.2	<p><b>Understand</b> sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).</p>	<p><b>1.D.2: Curriculum Study Assignment.</b></p> <p>*<b>Read HO:</b> Phonics Stages of Spelling</p> <p>*<b>Review:</b> Scope &amp; sequence of phonics instruction</p> <p>*<b>Review</b> the 9 instructional guidelines.</p> <p><b>1.D.2: Formative Assessment:</b></p> <p>*<b>Analyze</b> student spellings provided and <b>identify</b> spelling stages.</p> <p>*<b>Discuss: Why</b> is it important to determine students' spelling stages?</p> <p>*<b>Identify</b> differences between consonants and vowels, blends, digraphs, diphthongs, schwa, silent consonants/vowels, r-controlled vowels and vowels with silent e. *<b>Place</b> each on sequence for teaching phonic elements.</p> <p>*<b>Present</b> the 9 instructional guidelines with examples in the form of a handout or chart.</p>	
		1.D.3	<p><b>Understand</b> structural analysis of words.</p>	<p><b>1.D.3: Curriculum Study Assignment.</b></p> <p>*<b>Read:</b> Chpt 8 – <i>Multisyllabic Word Reading</i></p> <p>*<b>Study</b> the 4 common blending routines</p> <p>*<b>Observe</b> model lessons and/or video of the 4 common blending routines.</p> <p>*<b>Observe</b> model lesson of Spot and Dot syllabication to decode multisyllabic words.</p> <p><b>1.D.3: Formative Assessment:</b></p> <p>*<b>Complete</b> Study Guide for <i>Chpt 8: Multisyllabic Word Reading</i></p> <p>*<b>Practice</b> in teams of 3-4 each of the 4 blending routines beginning with Sound by-Sound.</p>	

				<p><b>*Practice:</b> Spot &amp; Dot with multisyllabic words (4 basic syllabication rules).</p> <p><b>*Identify</b> types of syllables (open/closed, silent e. etc.) during Spot &amp; Dot practice and characteristics of each syllable type.</p>	
		1.D.4	<b>Understand</b> that both oral language and writing can be used to enhance phonics instruction.	<p><b>1.D.4: Formative Assessment:</b></p> <p><b>*Analyze</b> 3 sample assessments, spelling inventories and writing samples for 3 different students, that will include an ELL student, for the phonic errors. Discuss with partner/table group students' individual instructional needs.</p> <p><b>2.D.3: Formative Assessment:</b></p> <p><b>*Create instructional materials</b>, such as, sentence strip words, phrases, and make word lessons from analysis of the 3 sample assessments, spelling inventories and writing samples for 3 different students, that will include an ELL student, for the phonic errors and identify next steps/instruction,.</p>	
		2.D.3	<b>Use</b> oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). ★		
		1.D.5	<b>Understand</b> the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	<p><b>1.D.5: Curriculum Study Assignment.</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Review and study: Types of Phonics Screeners:</b></p> <ul style="list-style-type: none"> <li>-Letter naming</li> <li>-Individual sound</li> <li>-Nonsense words</li> </ul> <p><b>*Reflect</b> on the Phonological Awareness measures administered earlier in the competencies.</p> <p><b>1.D.5: Formative Assessment:</b></p> <p><b>*Practice</b> administering with partner.</p> <p><b>*Identify</b> what each assessment assesses, why and when to assess and next steps. <b>Describe</b> how the assessments are administered.</p> <p><b>*Reflect and answer:</b> What types of tests are <b>used</b> to assess phonics knowledge and <b>dyslexia</b>? <b>What</b> areas of poor performance are thought to suggest <b>dyslexia</b>?</p>	<p><b>2.D.4: Summative Assessment:</b></p> <p><b>*Create</b> 2 explicit phonics lessons following the sequence of phonics instruction from the 3 samples analyzed for 1.D.4. <b>Identify</b> how each lesson <b>differentiates</b> for each student, <b>reasons</b> for instructional focus. <b>Include</b> student data to <b>support</b> differentiation and multisensory tasks to enhance learning.</p> <p><b>*Provide</b> how writing and oral language was integrated into the lessons to enhance phonics instruction. Include <b>analysis</b> of student work.</p>
		2.D.4	<b>Recognize, describe, and incorporate</b> appropriate phonics assessments to guide instruction. ★		

FOUNDATIONAL READING SKILL: FLUENCY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p><b>Teaching Reading Sourcebook: Section IV: Reading Fluency &amp; Chpt 9: Fluency Assessment</b>  <b>Article:</b> <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i></p> <p><b>Article:</b> <i>Fluency: The Bridge from Decoding to Reading Comprehension</i></p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p><b>Teaching Reading Sourcebook: Alaska Adventure</b></p> <p><b>Teaching Sourcebook: Ch. 9: Fluency Assessment and Ch 10: Fluency Instruction</b></p>	1.E.1	<b>Understand</b> that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	<p><b><u>1.E.1: Curriculum Study Assignment.</u></b>  <b>*View PowerPoint</b>  <b>*Complete:</b> Fluency Anticipation Guide  <b>*Read: <i>Teaching Reading Sourcebook: Section IV: Reading Fluency</i></b></p>	
		2.E.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).	<p><b>*Read Article:</b> <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i>  <b>*Review:</b> Methods for Building Fluency  <b>*Review:</b> Repeated oral reading methods  <b><u>1.E.1: Formative Assessment:</u></b>  <b><i>Complete Study Guide for Teaching Reading Sourcebook: Section IV: Reading Fluency</i></b>  <b>*Report Assigned Reading Section:</b>  <i>Connecting Reading Fluency &amp; Oral Language for Student Success</i>  <b>*Reflection: Which</b> of the 3 fluency elements is the most important? <b>Why?</b>  <b>Discuss. *Reflect and answer:</b> How does fluency directly affect comprehension of text?  <b><u>2.E.1: Curriculum Study Assignment.</u></b>  <b>Read Chpt 10: Fluency Instruction</b>  <b><u>2.E.1: Formative Assessment:</u></b>  <b><i>Complete Study Guide for Chpt 10.</i></b>  <b>*Which</b> methods for building fluency do you <b>currently use</b> from <i>Methods to Building Fluency</i>, such as, paired reading, Echo Reading, etc.)?  <b>*How will</b> you incorporate repeated oral reading methods in your class? <b>Identify</b> methods, including <b>why</b> chosen.  <b>*Choose</b> 2 repeated oral reading methods and texts to <b>demonstrate</b> each method with partners. <b>How</b> does</p>	

				repeated readings such as, Readers Theatre, Echo and phrase-cued text reading <b>affect</b> fluency?	
		1.E.2	<b>Understand</b> that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	<b>1.E.2: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Read:</b> <i>Fluency: The Bridge from Decoding to Reading Comp.</i> <b>*Read:</b> Sentence Tunes <b>1.E.1: Formative Assessment:</b> <b>Discuss with peers:</b> The relationship between fluency and comprehension. <b>*Practice</b> with partner/group how stressing different words in a sentence changes meaning and <b>how</b> the meaning evolves with <b>HO:</b> Sentence Tunes. <b>Discuss</b> the meaning changes.	<b>2.E.2: Summative Assessment:</b> <b>*Teach</b> phrase-cued coding to class/students, including <b>Case Study</b> student. Each student <b>reads</b> their coding to a partner. <b>Compare</b> each's coding. <b>Identify</b> if each coding maintained meaning or changed it. <b>Analyze</b> class/students' phrase-cued coding to <b>identify</b> fluency instruction. <b>*Add analysis to Reflection Journal.</b> <b>*Add student work, results, analysis and fluency instruction to Case Study.</b>
		2.E.2	<b>Use</b> oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). <input type="checkbox"/>	<b>2.E.2: Curriculum Study Assignment.</b> <b>*Review and Study:</b> Phrase-Cued Text Reading with <i>Alaska Adventure</i> <b>2.E.2: Formative Assessment:</b> <b>*Independently</b> use the phrase-cued text marking with <i>Alaska Adventure</i> . Table group reads their phrase-cued text codings to each other. Compare with peers to identify how same/different, meaning enhancements/changes and how would support students.	
		1.E.3	<b>Understand</b> the relationships among fluency, word recognition, and comprehension.	<b>1.E.3: Curriculum Study Assignment.</b> <b>*Watch Video and/or Observe Model:</b> Passage reading with errors, how to score and analyze the errors. <b>*Review:</b> Hasbrouck & Tindal's <i>Oral Reading Norms</i> <b>1.E.3: Formative Assessment:</b> <b>*Teachers record</b> errors from video or model passage reading. <b>*Provide brief description</b> of fluency skills, types of errors and next steps from video or model with partner/group. <b>*Use</b> Hasbrouck & Tindal oral reading norms to <b>identify</b> reading rate and percentile.	
		2.E.3	<b>Recognize, describe, and incorporate</b> appropriate fluency assessments to guide instruction. <input type="checkbox"/>		

				<p><b><u>2.E.3: Curriculum Study Assignment.</u></b>  <b>*Read: Ch 9: Fluency Assessment</b>  <b>* View PowerPoint</b></p> <p><b><u>2.E.2: Formative Assessment:</u></b>  <b>*Complete Study Guide for Chpt 9.</b>  <b>*Administer an</b> Oral Reading Fluency assessment to 3 students. <b>Record</b> and <b>analyze</b> each student's errors. <b>Identify</b> fluency supports and instruction needed for each child. Share findings with peers.</p>	
		1.E.4	<p><b>Understand</b> that both oral language and writing enhance fluency instruction.</p>	<p><b><u>1.E.4: Curriculum Study Assignment.</u></b>  <b>*Explore</b> reading practices to improve fluency, such as, repeated readings, phrase-cued, partner, radio, echo, reader's theatre reading. Provide samples of each.</p> <p><b><u>1.E.4: Formative Assessment:</u></b>  <b>Participants</b> will be provided with samples of two students fluency skills. They will review the students' work and assessments to identify characteristics that make them a fluent reader/writer or a struggling one. Areas of concern will be identified, including how this effects their word recognition and comprehension of text. Analysis will be presented to whole group to discuss.</p>	
		1.E.5	<p><b>Understand</b> the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p>	<p><b><u>1.E.5: Curriculum Study Assignment.</u></b>  <b>*View PowerPoint</b>  <b>*Review: Ch. 9: Fluency Assessment</b>  <b>*Review: Methods for Building Fluency;</b> <i>Repeated oral reading methods; &amp; Hasbrouck &amp; Tindal's Oral Reading Norms</i></p> <p><b><u>1.E.5: Formative Assessment:</u></b>  <b>*Create</b> a fluency handout to share the importance of fluency instruction, <b>providing</b> strategies to improve for peers, parents and teachers.</p>	<p><b><u>1.E.5: Summative Assessment:</u></b>  <b>*Examine</b> two students oral reading fluency data. <b>Chart</b> data (ORF) scores and <b>plot</b> aim line. <b>Note: One student should be the participant's Case Study.</b> <b>*Identify</b> weekly increase (goal) for <b>each</b> student. <b>Identify</b> number of weeks to reach 75%.</p>

FOUNDATIONAL READING SKILL: VOCABULARY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<b>Teaching Reading Sourcebook: Section V, Vocabulary - Chpts 11-13:</b> <i>Ch. 11 Specific Word Instruction: Identifying Primary Goal of Word Instruction: Selecting Words for ELLs and Word Tiers; Suggested Teaching Methods for ELLs.</i>  <i>Chpt 12 - Word Learning Strategies</i>  <i>Chpt 13 – Word Consciousness</i>  <b>Article:</b> A Focus on Vocabulary: Lehr & Hiebert  <b>Words Their Way, Ch 3</b> by Bear, Templeton, et al  <b>HO and Activity:</b> <i>Word Part Clues...Meaning or Not?</i>	1.F.1	<b>Understand</b> the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.	<b>1.F.1 &amp; 2: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Complete and Discuss:</b> Vocabulary Survey of Knowledge <b>*Read:</b> <i>Section V: Vocabulary</i> <b>*Read article:</b> A Focus on Vocabulary <b>*Review Ch. 1:</b> Structures of English <b>*Review</b> types of PA from the continuum <b>1.F.1: Formative Assessment:</b> <b>*Complete Study Guide for Section V: Vocab</b>  <b>*Reflect: Why</b> the concern about vocabulary? <b>*Explain</b> how reading can improve expressive and receptive vocab, including oral language, listening, reading and writing.  <b>*Teams read and record</b> key findings from assigned reading from <i>A Focus on Vocabulary</i> . Each <b>team presents</b> findings. A combined <b>summary</b> is <b>created</b> for the presentations. <b>1.F.2: Formative Assessment:</b> <b>*Complete Study Guide for Section V.</b> <b>*Use Alaska Adventure</b> text: <b>Choose</b> words that will need to be taught based on the 3 tiers. <b>*Identify</b> the morphemes within each word identified for instruction, <b>including</b> identifying Greek and Latin roots. <b>Explain</b> how this assists students with determining meaning of word(s) and supports comprehension. <b>Explain</b> reasoning for <b>why</b> words were chosen to teach from <i>Alaska Adventure</i> . <b>2.F.1 &amp; 2: Curriculum Study Assignment: Teaching Reading Sourcebook: Chpt 11 - Specific Word</b>	
		2.F.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★		
		1.F.2	<b>Understand</b> morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).		
		2.F.2	<b>Provide</b> for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.		

				<p><i>Instruction's: Identifying Primary Goal of Word Instruction:</i></p> <p><b>2.F.1 &amp; 2: Formative Assessment:</b></p> <p><b>*Complete Study Guide for</b> Chpt 11 Specific Word Instruction section read.</p> <p><b>*Analyze</b> the different vocabulary terms.</p> <p><b>*Identify and discuss</b> with peers, methods of teaching cognates to ELLs, focusing on positive and negative transfer. <b>* Identify</b> multisensory activities for vocabulary instruction and its importance. Create explicit systematic instruction multisensory vocabulary lessons with peers to implement in classroom.</p>	
		2.F.4	<p><b>Provide</b> an environment that supports wide reading of print and digital, both information and literary to enhance vocabulary.</p>	<p><b>2.F.4: Formative Assessment:</b></p> <p><b>*Describe</b> a print rich environment that provides multiple variety of genres of text to encourage reading and enhance vocabulary, including digital texts.</p> <p><b>*Reflection: Evaluate</b> your print rich classroom based on following:</p> <ul style="list-style-type: none"> <li>-Does it provide a wide variety of genres?</li> <li>-Does it provide books from a wide array of topics?</li> <li>-Does it offer texts for ELLs?</li> <li>-Does it provide digital text opportunities?</li> </ul> <p><b>Identify</b> the steps ensure your classroom supports and encourages <b>WIDE</b> reading.</p>	<p><b>Take</b> photos of your print rich classroom and include in portfolio.</p>
		2.F.5*	<p><b>Incorporate</b> instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. <input type="checkbox"/></p>	<p><b>2.F.3:5:7: Curriculum Study Assignment.</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Read:</b> Ch. 11's <i>Selecting Words for ELLs and Word Tiers; Suggested Teaching Methods for ELLs.</i></p> <p><b>*Read:</b> Ch. 12: <i>Word Learning Strategies: Cognate Awareness and Categories of Cognates in English and Spanish</i></p> <p><b>*Study</b> Adams Model of skilled reading-semantic processor</p> <p><b>*Read:</b> Ch. 13 <i>Word Consciousness: Elements of Semantics, metaphors,</i></p>	<p><b>*Select</b> a text that your students will be reading. <b>Identify</b> different elements of semantics, metaphors, similes or hyperbole to teach, including cognates to support ELLs. <b>Identify</b> the Greek and Latin roots of words for instruction.</p> <p><b>Determine</b> which words are basic academic words and domain specific. <b>Identify</b> which words require more explicit instruction and time versus words that will require brief attention. <b>Provide</b> written explanation of choices. <b>Develop</b> a lesson and <b>teach</b> to class/students. <b>Reflect</b> on</p>
		2.F.7	<p><b>Use</b> multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). <input type="checkbox"/></p>		
		2.F.3	<p><b>Incorporate</b> vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p>		
		1.F.3	<p><b>Identify</b> principles of semantics as they relate to vocabulary</p>		

			<p>development (e.g., antonyms, synonyms, figurative language, etc.).</p>	<p>similes, hyperbole...  <b>2.F.3.5:7 Formative Assessment:</b>  <b>*Discuss</b> the connection between vocabulary and comprehension.  <b>*Identify</b> the Tier 3 words and words that could be an <b>advantage and/or problematic</b> for ELLS from <i>Alaska Adventure</i>. Provide reasons behind choices.  <b>*Use</b> <i>Alaska Adventure</i> passage:  <b>Individually choose</b> the <b>8</b> most important words that reflect meaning of text. Share words with table partners  <b>*Come</b> to a <b>group consensus</b> upon the <b>8</b> most important words that convey the meaning of passage <i>Alaska Adventure</i>.  <b>Write</b> a <b>25 word</b> or less <b>summary</b> for the passage <i>Alaska Adventure</i> utilizing the <b>8 words</b>. <b>Share words and summaries.</b> <b>*Reflect, discuss and discuss</b> the number of readings completed with the <i>Alaska Adventure</i> passage and the <b>different</b> purposes for each reading. <b>How</b> does this practice <b>support</b> vocabulary growth, fluency and comprehension? <b>Identify</b> multisensory tasks included in <b>each</b> task.  <b>*Complete Activity:</b> <i>Concrete vs. Abstract Meaning?</i> <b>Activity: Identify</b> words with concrete, abstract and/or multiple meanings. <b>Identify</b> how this is problematic for students, especially ELLs.  <b>*Reflect</b> upon participants' prior work with idioms and figurative language for ELLs.</p>	<p>effectiveness of lesson. <b>Support</b> with student work.</p>
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		1.F.4	<b>Understand</b> the domain specific vocabulary demands of academic language.	<b>1.F.4: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> , Ch.11: Specific Word Instruction <b>*HO:</b> <i>Word Part Clues...Meaning or Not?</i> <b>1.F.4: Formative Assessment:</b> Complete <i>Word Part Clues...Meaning or Not?</i> Small groups <b>*Identify</b> if words provided have a root and/or a prefix. Does the prefix change meaning, doesn't, etc., examples, uncle, republic, repay? <b>*Evaluate and identify</b> how prefixes change meanings of words.	
		1.F.5	<b>Understand</b> that writing can be used to enhance vocabulary instruction.	<b>1.F.5: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> : Ch.12: <i>Word Learning Strategies: Types of helpful and unhelpful context clues</i> <b>1.F.5: Formative Assessment:</b> <b>*Review</b> provided texts and <b>identify</b> the helpful and unhelpful context clues and text features. <b>With a partner create a semantic feature map</b> for a text to be taught to students. <b>Discuss</b> how the semantic feature map could be utilized to provide writing activities.	
		2.F.6	<b>Use</b> oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). □	<b>2.F.6: Curriculum Study Assignment.</b> <b>*View PowerPoint</b> <b>*Review:</b> <i>Teaching Reading Sourcebook</i> : Ch.11: Specific Word Instruction <b>*Review:</b> <i>Words Their Way</i> , Ch.3 Making Words <b>2.F.6: Formative Assessment:</b> <b>*Participants practice</b> making word lessons in groups of 4-5. <b>* In small group create two-word sorts:</b> 1) Social Studies; 2) Science. <b>Identify</b>	<b>Choose one of the following lessons/activities to complete and add to portfolio:</b> <b>1) Create</b> a making word lesson that targets specific phonics/spelling skill. <b>Teach</b> the lesson. <b>Reflect</b> upon the effectiveness of lesson. <b>Support</b> with student work. <b>2) Choose one of the two-word sorts</b> lessons created: 1) Social Studies; 2) Science. <b>Have</b> students' sort. <b>Analyze</b> how students sorted the words.

				<p>the <b>different</b> ways the words could be sorted. <b>Have</b> students' sort. <b>Analyze</b> how students' sort. <b>Identify</b> next steps for instruction.</p> <p><b>*Brainstorm with group</b> a list of words based on the following categories: geography, human body, holidays, bodies of water, desserts, boats, dogs.</p> <p><b>*Choose</b> one of the brainstormed categories and sort words into the 3 tiers, for example, Human Body; Tier 1) knee; Tier 2) kneecap; Tier 3) patella. <b>Reflect</b> on how type of activity would assist students.</p>	<p><b>Identify</b> next steps for instruction.</p> <p><b>3) Create</b> a semantic feature map, <b>using</b> one of the semantic word maps provided. <b>Such as</b> a map for how desserts are eaten, with a fork, spoon, fingers, tongue, straw, etc. <b>Teach.</b></p> <p><b>Identify</b> how this activity <b>supports</b> students, especially ELLs.</p>
		1.F.6	<p><b>Understand</b> the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.</p>	<p><b>1.F.6: Curriculum Study Assignment.</b></p> <p><b>*View PowerPoint</b></p> <p><b>*Study Words Their Way:</b> Spelling Inventories</p> <p><b>*Review: Words Their Way: Word Sorts</b></p> <p><b>1.F.6: Formative Assessment:</b></p> <p><i>*With partner/small group analyze multiple samples of students' spellings to determine spelling placement, types of errors and instruction needed.</i></p> <p><b>2.F.8: Formative Assessment:</b></p> <p><b>*Administer</b> a grade-level appropriate spelling inventory to participants' students. <b>Score and analyze</b> results. <b>Identify</b> focus for instruction. <b>Share</b> with peers. <b>Discuss</b> and <b>identify</b> any adjustments to instruction.</p> <p><b>Note: If participant does not have an ELL student, participant should find an ELL to administer the spelling inventory.</b></p>	
		2.F.8	<p><b>Recognize, describe, and incorporate</b> appropriate vocabulary assessments to guide instruction. ★</p>		

FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p><b>Articles</b> from Colorin Colorado: <i>Academic Language &amp; ELLS: What teachers need to know</i> <i>What is the Difference Between Social &amp; Academic English?</i></p> <p><b>Video:</b> <i>Social vs Academic Language</i> (Cindy Lundgren)</p> <p><b>Teaching Reading Sourcebook:</b> Ch. 2 Structure of Spanish</p> <p><b>Article:</b> <i>Reading 101 for English Language Learners</i> by Colorin Colorado</p> <p><b>Articles from FIS (Frankfort International School):</b> <i>The English Language and The Differences Between English and French</i></p> <p><b>Article:</b> <i>Home Language, School Language</i> by Action Alliance for Children</p>	1.G.1	<b>Identify</b> language characteristics related to social and academic language.	<p><b><u>1.G.1: Curriculum Study Assignment.</u></b></p> <p><b>*View PowerPoint</b></p> <p><b>*Read articles:</b> <i>Academic Language and ELLS: What Teachers Need to Know and What is the Difference Between Social and Academic English?</i></p> <p><b>*Watch Video:</b> <i>Social vs Academic language</i> (Cindy Lundgren)</p> <p><b>*Review WIDA article:</b> Features of Academic Language</p> <p><b><u>1.G.1: Formative Assessment:</u></b></p> <p><b>*Read</b> assigned sections of articles. <b>Identify</b> key terms and points. <b>Share</b> with group. <b>*Use</b> discussion questions as talking points to develop group presentations. <b>*Include</b> in presentations key terms, main ideas and instructional strategies that supports students, including accommodations for ELLS.</p> <p><b>*Reflect and discuss</b> video. <b>How</b> will you incorporate into your classroom instruction?</p> <p><b>*Groups</b> compare three selections of provided text to identify the social and academic language characteristics of each.</p>	
		1.G.2	<b>Identify</b> phonemic, semantic, and syntactic variability between English and other languages.	<p><b><u>1.G.2: Curriculum Study Assignment.</u></b></p> <p><b>*View PowerPoint</b></p> <p><b>Read articles:</b> <i>The English Language and The Differences Between English and French.</i></p> <p><b>*Read Article:</b> <i>Home Language, School Language</i> by Action Alliance for Children</p> <p><b>*Review: Teaching Reading Sourcebook Chpt 2:</b> English/Spanish Language Differences: Positive/Negative Transfer; Cognates</p> <p><b><u>1.G.2: Formative Assessment:</u></b></p>	
		2.G.5	<b>Demonstrate understanding</b> of similarities and differences between home language and second language reading development.		

<p><b>WIDA HOs: CAN DO Descriptors; GO TO Strategies; Features of Academic Language; Examples of Sensory, Graphic and Interactive Supports and Strategies by Domain</b></p> <p><b>Article:</b> <i>Accessing Skill Toward Successful Writing Development</i></p> <p><b>Pink and Say</b> by Patricia Polacco</p> <p><b>Article:</b> <i>Speaking &amp; Listening in Content Area Learning-</i> Fisher &amp; Frey</p> <p><b>Videos:</b> Anita Archer's <i>Strategic Literacy Videos</i>; scoe.org</p> <p><b>Video:</b> Anita Archer's <i>Vocabulary Instruction for Kindergarten</i>; youtube.com</p> <p>FSA and FLKRS Date</p>			<p><b>*Using</b> information provided from the articles, <b>identify</b> the most common errors that <b>cause</b> difficulty for ELLS learning English. <b>Identify</b> strategies and supports to use during instruction.</p> <p><b><u>2.G.5: Formative Assessment:</u></b></p> <p><b>*Create</b> with partner/table group a brochure <b>explaining</b> the similarities and differences of home language while learning a second language, with a focus on the importance of honoring the home language. <b>Share brochures.</b></p>	
	1.G.3	<p><b>Understand</b> the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.</p>	<p><b><u>1.G.3: Curriculum Study Assignment.</u></b></p> <p><b>*View PowerPoint</b></p> <p><b>*Read</b> <i>Reading 101 for English Language Learners</i></p> <p><b><u>1.G.3: Formative Assessment:</u></b></p> <p><b>*Discuss</b> the 6 major components of reading and the barriers to reading <b>development for ELLS</b>, students of <b>poverty</b> and with learning <b>disabilities</b> and <b>dyslexia</b>.</p> <p><b>*Reflect</b> and discuss your students with needs. <b>Where</b> and <b>why</b> does reading break down? <b>What</b> barriers need to be removed?</p>	
	2.G.1	<p><b>Apply</b> comprehensive instructional practices, including writing experiences that integrates the reading components. □</p>	<p><b><u>2.G.1: Curriculum Study Assignment.</u></b></p> <p><b>*View PowerPoint</b></p> <p><b>*Video:</b> Anita Archer's <i>Strategic Literacy Videos; Clips #2 &amp; 6</i></p> <p><b><u>2.G.1: Formative Assessment:</u></b></p> <p><b>*Participants</b> take notes on both videos, share and discuss with peers. Identify how they will apply the instructional practices that integrates writing and the reading components.</p>	<p><b>*Choose</b> a literary <i>and</i> informational text that will be taught: <b>Have students individually</b> choose the <b>8</b> most important words to teach. <b>Students share</b> their 8 words with partners. <b>Partners compare</b> lists and <b>come to consensus</b> upon <b>8</b> words. Students <b>create only ONE</b> list of <b>8</b> words. <b>*Together students write</b> a 25 word or less summary of the passage utilizing the <b>8</b> words. <b>*Discuss the effectiveness of the activity.</b> <b>Was</b> students' vocabulary knowledge and comprehension enhanced? <b>Were</b> the written summaries comprehensive and conveyed the message of the text?</p>

		1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	<b>1.G.4: Curriculum Study Assignment.</b> <b>*View Videos:</b> Anita Archer's <i>Vocabulary Instruction for Kindergarten and Middle School Students</i> <b>1.G.4: Formative Assessment:</b> <b>*Participants</b> take notes on both videos, share and discuss with peers the following: identify the promotion of oral language in each video, the level of explicit instruction, how differentiate, how students were actively engaged, and assessment completed during the lessons. <b>*Reflect: Respond</b> to the following: <b>How</b> does the learning environment <b>impact</b> reading development and comprehension? <b>How</b> does your classroom <b>support</b> oral language, writing and reading? <b>Are</b> there needed changes to your classroom? <b>Identify</b> the changes.	
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading). □	<b>2.G.3 &amp; 4: Curriculum Study Assignment.</b> <b>*Review articles, Sourcebook and portfolio artifacts</b> of how to create print rich classroom environments with diverse libraries from a variety of genres, student interests, primary documents and current and historical events in both print and digital texts. <b>2.G.3 &amp; 4: Formative Assessment:</b> <b>*Reflect and Discuss: What</b> is an information intensive environment? <b>Describe how</b> your print and language rich classroom has 1) the students at the forefront 2) it is information intensive 3) provides for student selected books. <b>What</b> research-based guidelines do you <b>use</b> when creating a language, print and digital rich classroom?	
		2.G.4	Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).		

		1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	<p><b>1.G.5: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>  <b>*Review:</b> Section VI Comprehension Fundamentals  <b>*Review following:</b>              Before, during, after strategies              Comprehension strategies              Metacognition              Click or Clunk  <b>1.G.5: Formative Assessment:</b>  <b>*Review:</b> Completed Study Guide for Section IV: Comprehension Fundamentals  <b>*Each</b> group creates a chart of comprehension monitoring strategies with steps to implement each. <b>Share.</b>  <b>*Each group selects</b> a content passage from a classroom textbook, <b>identify</b> the reading <b>demands</b>, areas of <b>challenge</b> (vocabulary, etc.) and <b>barriers for ELLS</b> and students with <b>disabilities</b>. <b>* Identify</b> the <b>supports needed</b> to ensure all students have access to the text.</p>	
		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	<p><b>2.G.2: Curriculum Study Assignment.</b>  <b>*View PowerPoint</b>  <b>*Introduce</b> participants to the NY Times What's Going on In This Picture?  <b>HO:</b> Close Reading of Photos  <b>2.G.2: Formative Assessment:</b>  <b>*Facilitator Models</b> a close reading of a photo. <b>*Participants</b> take notes.  <b>Participants</b> practice in groups a close reading of photos lesson with provided photos.  <b>*Facilitator Models</b> a close reading lesson with text dependent questions from a selection of <i>Pink and Say</i>.  <b>*Participants</b> practice in groups a close reading text lesson with text dependent</p>	

**\*Choose a photo** and a short **passage** and **develop** a close reading lesson for **each**. **\*Teach** lesson.  
**\*Reflect** and **provide written analysis** of the **effectiveness** of the lesson.  
**\*Include** any **changes** you would make to future lesson.

				questions. <b>*Participants</b> discuss and reflect upon the benefits of close reading lessons.	
		1.G.6	<b>Understand</b> the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	<b><u>1.G.6 &amp; 2.G.6: Curriculum Study Assignment.</u></b>  <b>*Review</b> completed study guides for each chapter, articles and completed assignments.	<b>*Examine</b> 2 years of FSA and/or Reading for Kindergarten (FLKRS) state data for your class. <b>*Identify</b> areas of growth needed from <b>FSA or FLKRS</b> data from your class based. <b>*Summarize</b> changes from one year to the next, highlighting growth, declines, including student groups. <b>*Triangulate the data for ELLs and identify</b> the next steps required based on your students' strengths and needs to guide your instructional practice.  <i><b>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competencies.</b></i>  <i><b>*Complete and present case study for approval.</b></i>
		2.G.6	<b>Triangulate</b> data from appropriate reading assessments to guide instruction. ★		

## Competency 3: Foundations of Assessment

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students.  
Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-008: Foundations of Assessment	<p><b>What teachers need to know about assessment.</b> (Rudner, L.M. &amp; Schafer, W.D.)</p> <p><b>Florida Literacy and Reading Excellence Professional Papers</b> (Just Read Florida! 2013)</p> <p><b>Assessing Reading: Multiple Measures, 2<sup>nd</sup> Edition</b> by Linda Diamond and B.J. Thorsnes</p> <p>ESOL Testing <a href="http://www.apa.org/science/fairtestcode.html">http://www.apa.org/science/fairtestcode.html</a></p> <p><b>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.</b> (National Reading Panel</p>	3.1	<b>Understand and apply</b> measurement concepts and characteristics of reading assessments.	a. Participants will <b>administer</b> a diagnostic assessment, <b>analyze</b> this data along with progress monitoring data and FSA scores. b. Participants will <b>apply</b> data results to <b>create</b> a prescription for reading issues that are discovered	<p><b>*Participants will maintain a cumulative portfolio of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 3 adding to Competencies 1 and 2 portfolios.</b></p> <p>a. Participants will <b>complete</b> the Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 form, results of administered assessments, final case study turned in.</p> <p>b. In a "Pause and Reflect" journal, <b>answer</b> the question "What's next?"</p>
		3.2	<b>Understand</b> the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	a. Participants will <b>view</b> a PowerPoint; participate in a discussion of various assessments both informal and formal available in each district. b. Participants will be <b>introduced</b> to "Assessing Reading Multiple Measures Revised 2 <sup>nd</sup> Edition." (CORE Literacy Training Series).	<p>a. Participants will <b>complete</b> multiple informal assessments (Cloze/Maze) that will include a running record and reading fluency measurement on a student.</p> <p>b. Participants will <b>fill</b> in a multidimensional fluency chart and miscue analysis form.</p> <p>c. Participants <b>collaborate</b> and <b>explain</b> the purpose of using informal assessments to match reader with text.</p>
		3.3	<b>Understand</b> the purpose of various formal assessments	Participants will be <b>presented</b> with various terms including norm	a. Participants will <b>self-assess</b> whether the words are Known, Unknown, Acquainted, through a <b>kinesthetic</b> activity requiring them to move to



	(NRP). (2000).  <b>Measure for Measure. A Critical Consumers Guide to Reading Comprehension Assessments for Adolescents.</b> (Leila Morsy, Harvard Graduate School of Education. Michael Kiefer, Teachers College, Columbia University. Catherine Snow, Harvard School of Education.)  <b>Guiding Tools for Instructional Problem Solving.</b> (Florida Department of Education, Bureau for Exceptional Education and Student Services) (2011).  <b>Performance Assessment: A Key Component of a Balanced Assessment System.</b> (Douglas G. Wren, Ed, D, Assessment Specialist Department of Research Evaluation, and Assessment)  <b>Accommodations</b> ( <a href="http://www.fldoe.org/ese/fs_aasd/asp">http://www.fldoe.org/ese/fs_aasd/asp</a> )  <b>Florida Alternative Assessment</b> ( <a href="http://fldoe.fldoe.org/asp/alt_assessment.asp">http://fldoe.fldoe.org/asp/alt_assessment.asp</a> )		including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	referenced and criterion-referenced	different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with county utilized assessments.	
		3.4	<b>Understand</b> the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	Participants will be <b>presented</b> with various terms including reliability, validity and standard error of measurement.	Participants will <b>self-assess</b> whether the words are Known, Unknown, Acquainted, through a <b>multisensory</b> activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with district utilized assessments.	
		3.5	<b>Demonstrate</b> knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).	Participants will be <b>presented</b> with various terms including quantitative and qualitative, screening, progress monitoring, diagnosis and outcome measures, to include the <i>DIBELS 8<sup>th</sup> Edition</i> to screen for reading disabilities to include Dyslexia.	Participants will self-assess whether the words are Known, Unknown, Acquainted, through a <b>multisensory</b> activity requiring them to move to different locations around the classroom depending on their experience level with the assessment terms. b. Participants will <b>complete</b> a chart that requires them to link the terms with county utilized assessments. c. Participants will <b>administer DIBELS 8<sup>th</sup> Edition</b> to screen for reading disabilities to include Dyslexia.	
		3.6	<b>Analyze</b> data to identify trends that indicate adequate progress in student reading development.	Participants will <b>analyze</b> Assessment Period (AP) 1 data, progress monitoring data and FSA data.	Participants will <b>identify</b> and <b>determine</b> the difference between their data scores results and <b>analyze</b> the score results that would indicate students making adequate yearly progress in reading	
		3.7	<b>Understand</b> how to use data within a systematic problem-solving process to	Participants will be <b>presented</b> with <i>Assessing Reading Multiple Measures Revised 3<sup>rd</sup></i>	Participants will <b>use</b> this book in <b>addition</b> to other instructor provided resources to <b>identify</b> students' strengths, needs, and recommendations after each assessment given.	

	<p><b>Basic reading inventory: Pre-primer through grade twelve and early literacy assessments.</b> (Johns, J.) (2001)</p> <p><b>Characteristics of Effective Assessment Portfolios.</b> (Adapted from Arter, J.S. and Spandel, V. (2002).)</p> <p><b>Using portfolios of student work in assessment and education.</b> (<i>Educational Measurement: Issues and Practice</i>, 11(1), 36-44.)</p>		differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	<i>Edition.</i> (CORE Literacy Training Series). Participants will also receive instructor provided materials and guidance in a variety of reading strategies to <b>use</b> to support student growth and achievement.	b. Participants will <b>complete</b> a final case study of all these strengths needs and recommendations	
		3.8	<b>Identify</b> appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Participants will be <b>presented</b> with <b>information</b> about portfolios as a progress monitoring tool. b. Participants will receive <b>guidelines</b> for both the elementary and secondary reading curriculums for Good Cause Exemption portfolios.	Participants will <b>identify</b> different measures and strategies for reading improvement <b>using</b> their Pause and Reflect journal, in <b>addition</b> to artifacts to include in students" GCE portfolios.	
		3.9	<b>Identify</b> interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Participants will be <b>presented</b> with various <b>concerns</b> for each of the assessments when applied to ELL students.	In a "Pause and Reflect" journal, participants will <b>identify</b> issues of concern for each assessment when <b>applied</b> to ELL students.	
		3.10	<b>Identify</b> appropriate assessments and accommodations for monitoring reading progress of all students.	Participants will be <b>informed</b> of a number of reading assessments to <b>monitor</b> student progress. B. Participants will <b>use</b> the resource <i>Assessing Reading Multiple Measures Revised 2<sup>nd</sup> Edition</i> (CORE Literacy Training Series) to <b>identify</b> the <b>appropriate</b> assessment based on data.	Participants will <b>analyze</b> the results of a variety of reading measures (phonological awareness, fluency, running records, etc.) to <b>prescribe</b> fix-it strategies for students.  Participants will <b>review</b> assessments administered in Competencies 1 and 2 and case studies for further <b>analysis</b> .	
		3.11	<b>Identify</b> and	Participants will be	Participants will use their Pause and Reflect	

			implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.	<b>presented</b> with various <b>scenarios to identify</b> concerns for each of the assessments when <b>applied</b> to students on an IEP or 504 Plan.	journal to <b>identify</b> issues of concern for each assessment when <b>applied</b> to students on an IEP or 504 Plan.  <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 3, adding to Comps 1 and 2 portfolios.</i>

Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.

## Competency 4: Foundations & Applications of Differentiated Instruction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-009: Foundations and Applications of Differentiated Instruction	<b><i>The Differentiated Classroom: Responding to the Needs of All Learners</i></b> (Tomlinson, 1999)  <b><i>Where Have All the Bluebirds Gone?</i></b> (Caldwell & Ford, 2002)  <b><i>Understanding ESL Learners: Moving Toward Cultural Responsiveness-A Guide for Teachers</i></b> (ESL Council of the Alberta Teachers' Association, 2007)	4.1	<b>Understand and apply</b> knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	a. <b>Read</b> article "Socio-cultural, Social – Political, and Psychological Variables". b. Participants will <b>read</b> and have <b>dialogue</b> with the facilitator and other participants about the article. c. This guide discusses the diverse backgrounds of English language learner (ELL) students and the need for understanding cultural differences and the nature of second language learning. Advice is provided on creating an active learning instructional model and a supportive environment where ELL students can create their own learning.	<b>*Participants will maintain a cumulative portfolio of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 4 adding to Competencies 1, 2 and 3 portfolios.</b> a. <b>Demonstrate</b> understanding by reading and summarizing in their reflective journal. b. Participants will <b>describe</b> how they differentiate reading instruction for all students through class discussion. c. Participants will be asked to <b>pause and reflect</b> on how they <b>create</b> a culturally responsive classroom within their reading instruction.
	<b><i>Stages of English Language Acquisition</i></b> (Hill & Bjork, 2008)	4.2	<b>Understand</b> the stages of English language acquisition for ELLs and differentiate reading instruction for students at different levels of English language proficiency.	Participants will <b>read</b> and have <b>dialogue</b> with the facilitator and other participants about the theories of Second Language Acquisition.	<b>Jigsaw</b> groups will <b>present</b> the characteristics of the five language acquisition stages along with <b>how</b> to differentiate reading instruction for each level.
	<b><i>Overview of Second Language</i></b>	4.3	<b>Understand</b> and apply current theories of second language	"Reading Supports for All", by J. Fitzgerald and M.F. Graves, December	Participants will <b>read and discuss</b> the article "Action Research Case Study

<p><b>Acquisition Theory</b> (NREL, 2003)</p> <p><b>Cummins' Framework for Evaluating Language Demand in Content Activities</b> (Cummins, 1984)</p> <p><b>Differentiated Instruction for English Language Learners</b> (Coelho, 2012)</p> <p><b>Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classroom</b> (Blake &amp; Pope, p.59-67, 2008)</p>		acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	2004/January 2005, Educational Leadership, 62(4), pp. 68-71.	Project with ELL Student".
	4.4	<b>Identify</b> factors impeding student reading development in each of the reading components or the integration of these components.	<b>PowerPoint Activity:</b> Participants read aloud in triads, 3 passages at different readability levels S2-8-S2-10. Complete anticipation guide to determine level of knowledge on the factors impeding reading development.	<ul style="list-style-type: none"> <li>a. Participants <b>observe</b> and <b>record</b> reading behaviors during activity as a whole class.</li> <li>b. Participants will <b>chart</b> observations to <b>explain</b> the factors impeding student reading.</li> </ul>
	4.5	<b>Recognize how characteristics of both language and cognitive development impact reading proficiency.</b>	PowerPoint <b>identifies</b> the affecting reading comprehension.	<p>Participants will <b>reflect</b> on the factors that could <b>affect</b> students reading comprehension.</p> <ul style="list-style-type: none"> <li>a. <b>How</b> these factors manifest.</li> <li>b. <b>How</b> can teachers differentiate</li> </ul>
	4.6	<b>Recognize</b> the characteristics of proficient readers to more effectively differentiate instruction.	<b>Read</b> a class scenario: Differentiation in a Science Classroom.	<ul style="list-style-type: none"> <li>a. <b>Record</b> observations in the reflection log</li> <li>b. Class <b>Discussion</b></li> </ul>
	4.7	<b>Compare</b> language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities	Power Point Presentation that <b>outlines</b> the differences between successful and struggling readers in the area of word study, fluency, vocabulary and comprehension.	<b>Complete</b> chart that will delineate between struggling and successful readers and the strategies that they will use.
<p><b>Fluency: The Bridge from Decoding to Reading Comprehension</b> (Pikulski &amp; Chard, 2003)</p> <p><b>Summary of Big Ideas-Explicit Instruction</b> (Archer, 2010)</p> <p><b>Florida Literacy and Reading Excellence Professional Papers</b> (Just Read Florida!, 2013)</p>	4.8	<b>Select and use</b> developmentally appropriate materials that address sociocultural and linguistic differences.	Information provided via a PowerPoint that <b>addresses</b> the cognitive and reading developmental stages from birth through adulthood.	<ul style="list-style-type: none"> <li>a. <b>Read and reflect</b> with a written summary of session highlights by completing the questions provided.</li> <li>b. <b>Describe</b> the different theories and <b>how</b> they <b>apply</b> to differentiated instruction.</li> </ul>
	4.9	<b>Plan</b> for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for	<ul style="list-style-type: none"> <li>a. Power Point presentation that <b>addresses</b> the different scaffolding strategies by <b>planning</b> for more explicit and systematic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>c. <b>Read and Reflect</b> on <b>how</b> to plan and implement centers that are <b>created using</b> assessment data and students' interest.</li> </ul>

	<p><b><i>“Reading Supports for All”</i></b>, (Fitzgerald &amp; Graves, p.68-71, 2005)</p> <p><b><i>The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom</i></b> (ASCD Facilitators’ Guide, p.198-202)</p>		individuals and small groups.	b. Participants <b>read</b> about <b>how</b> to embed assessment so that appropriate levels of instruction can be provided.	d. <b>Integrate <i>multisensory</i></b> components to <b>plan</b> instruction based on individual student needs.
		4.10	<b>Differentiate</b> reading instruction for English language learners with various levels of first language literacy.	PowerPoint Presentation that <b>addresses</b> the factors that <b>impede</b> development for ELL with various levels of first language literacy.	Participants will <b>work</b> in small groups to <b>develop</b> activities that will <b>target</b> factors impeding comprehension based on levels of first language literacy.
		4.11	<b>Scaffold</b> instruction for students having difficulty in each of the components of reading.	PowerPoint Presentation that includes <b>research</b> by “Graves and Braaten (1996) focusing on scaffolded instruction and how it is implemented in the classroom.	<p>a. Participants will <b>critique</b> sample lessons and <b>address</b> the level of support students need.</p> <p>b. Plans will be <b>revised</b> to <b>provide</b> explicit and systematic instruction.</p>
		4.12	<b>Implement</b> a classroom level plan for monitoring student reading progress and differentiating instruction.	PowerPoint Presentation will provide <b>information</b> on the data sources that can be collected in the classroom to <b>monitor</b> student reading progress.	In small groups, participants will <b>develop</b> a plan to monitor students’ progress <b>focusing</b> on fluency and comprehension.
		4.13	<b>Monitor</b> student progress and <b>use</b> data to differentiate instruction for all students.	PowerPoint Presentation will provide information on the <b>data sources</b> that can be collected in the classroom to <b>monitor</b> student reading progress.	In small groups, participants will <b>use</b> the plan they <b>developed</b> , and <b>discuss how</b> to collect data to <b>show</b> growth over time.
		4.14	<b>Implement</b> research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	<p>a. Participants will <b>read</b> professional papers on, fluency, and reading Comprehension.</p> <p>b. PowerPoint Presentation on phonemic awareness (PA), phonics, oral language and vocabulary that <b>identifies</b> strategies that focus on differentiation in reading.</p>	<b>Create</b> an instructional plan that <b>targets</b> PA, phonics and oral language focusing on differentiated strategies that <b>ensure</b> that ELLs and students with disabilities are <b>supported</b> .
		4.15	<b>Implement</b> research-based instructional practices for developing students’ higher order thinking.	PowerPoint Presentation that <b>identifies</b> the different data sources that can be <b>used</b> to <b>develop</b> students higher order thinking skills.	<b>Implement</b> an instructional plan that <b>targets</b> higher order questioning techniques, <b>focusing on developing</b> students higher order thinking skills. Plan will include <b><i>multisensory</i></b> activities that <b>support</b> all learners.
		4.16	<b>Implement</b> research-based instructional practices for developing students’ ability to read critically.	Participants will <b>read</b> professional paper on reading comprehension to <b>identify</b> comprehension strategies that will assist teachers in identifying	<b>Design and implement</b> an instructional plan that focuses on students developing their vocabulary and comprehension skills to increase their

				instructional comprehension strategies that will assist students in reading critically.	ability to read critically.
		4.17	<b>Implement</b> research-based instructional practices using writing to develop students' comprehension of text.	Participants will <b>read</b> professional papers that identify instructional practices that can be used in writing to develop student's comprehension.	<b>Design and implement</b> an instructional plan that focuses on vocabulary and comprehension that fosters the reading/writing connection.
		4.18	<b>Implement</b> appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.	PowerPoint Presentation that <b>addresses</b> the different <b>scaffolding</b> strategies by <b>planning</b> for more explicit and systematic instruction. <b>Embedding</b> assessment so that appropriate levels of instruction can be provided.	<b>Explain</b> how content, product, and/or process will be <b>differentiated</b> to meet students' needs <b>identified</b> in their IEP or 504 plans.
		4.19	<b>Modify</b> assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.	PowerPoint Presentation that includes information on Access Points, and <b>how to adapt</b> standards-based instruction based on students' individual needs. Also, it will provide an overview of the <i>Florida Alternative Assessment</i> .	<b>Explain</b> how curriculum can be <b>modified</b> by using assessment to help students obtain their optimum learning goals. <i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 4, adding to Competencies 1, 2 and 3.</i>

Note: An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.



## Competency 5: Demonstration of Accomplishment

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process.

Course Number and Name of Course	Required Course Reading (If there are no required readings, put N/A in the column.)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
01-013-010: Demonstration of Accomplishment Reading Practicum	<b>Article:</b> <i>Role of Early Language in Literacy Development</i> ; Shanahan & Lonigan  <b>Article:</b> <i>Five Components of Effective Oral Language Instruction</i>  <b>Teaching Reading Sourcebook: The Big Picture; MTSS for Reading Success</b> ; Chpt 5, <i>Phonological Awareness</i> ; Chpt 6, <i>Phonics</i>  <b>Article:</b> <i>Reading Rockets: Teacher Practices that Impact Reading Motivation</i>  <b>Teaching Reading Sourcebook: Section IV: Reading Fluency</b> ; Chpts 9 & 10, <i>Fluency Assessment &amp; Instruction</i>  <b>Teaching Reading Sourcebook: Section V: Vocabulary Introduction</b> ; Chpts 11-13, <i>Specific Word</i>	5.3	<b>Demonstrate</b> research-based instructional practices for developing <b>oral/aural language</b> development. ★	<b>Curriculum Study Assignment:</b> <b>5.3 - Read:</b> <i>Role of Early Language in Literacy Development</i> and <i>Five Components of Effective Oral Language Instruction</i> <b>Formative Assessment:</b> <b>5.3 - Demonstration</b> through <b>lesson plans</b> and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>oral/aural language</b> .	<b>*Participants maintained a portfolio for competencies 1-4 with lesson plans, reflections, student work, observation feedback and artifacts.</b> <b>*Participants will complete a portfolio for Competency 5.</b> <b>5.1; 5.3; 5.14</b> - Demonstration through <b>use</b> of lesson plans and delivery of instruction that integrates multiple skills/strategies 1) for oral/aural language; 2) to motivate and engage students; 3) <b>use</b> of assessment and data analysis to guide instruction. <b>*Participants will demonstrate their job-embed understanding</b> of reading as a process and application of the principles of reading: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary through: <b>A)</b> Observations and/or videos of instruction with whole and small groups <i>viewed, monitored and evaluated by district personnel, principal and/or reading coach.</i> <b>B)</b> Reflection Journal (RJ): What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? <b>C)</b> Data analysis of student work. <b>5.1; 5.3; 5.14:</b> Completion of 3 ongoing case studies that profiles 3 students: 1 below grade and/or ELL student; 1 on grade level and 1 above, including
		5.1	<b>Use</b> assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	<b>Curriculum Study Assignment:</b> <b>5.1 - Review:</b> <i>The Big Picture</i> <b>5.1 - Read:</b> <i>MTSS for Reading Success</i> <b>Formative Assessment:</b> <b>5.1 - Complete</b> a case study <b>using</b> pre/post assessments, monitoring, instructional practices, strategies, intervention and next steps to increase student learning. <b>5.1 - Demonstration</b> through <b>use</b> of assessment and data analysis to develop lesson plans and delivery of instruction that ensures an increase in student learning.	
		5.14	<b>Use</b> a variety of instructional practices to motivate and engage students in reading. ★	<b>Curriculum Study Assignment:</b> <b>5:14 - Read:</b> <i>Teacher Practices that Impact Reading Motivation</i> <b>5:14 - Review:</b> Competencies 1-4 for instructional practices, strategies and articles. <b>(See Portfolio)</b> <b>Formative Assessment:</b> <b>5.14 - Demonstration</b> through <b>use</b> of lesson plans and delivery of instruction that integrates multiple skills/strategies to motivate and engage students in reading.	



<p><i>Instruction; Word-Learning Strategies; Word Consciousness</i></p> <p><b>Article:</b> IRIS Center: <i>Helping Students Become Independent Learners</i></p> <p><b>Teaching Reading Sourcebook: Section VI: Comprehension;</b> Chpts 14-15, <i>Literary Text &amp; Informational Text</i></p> <p><b>Article:</b> ASCD: <i>5 Ways to Develop Critical Thinking Skills</i></p> <p><b>Article:</b> Research Gate: <i>Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i></p> <p><b>Article:</b> ASCD: <i>Complex Text &amp; Disciplinary Text</i></p> <p><b>Article:</b> <i>Strategies to Help Students' Go Deep When Reading Digitally</i></p> <p><b>Article:</b> ILA: <i>Writing to Read: Evidence for How Writing Can Improve Reading</i></p> <p><b>Article:</b> <i>Explicit Writing Instruction –</i></p>				student work that demonstrates knowledge, effective instruction and analysis of <b>EACH INDICATOR</b> .
	5.4	<b>Demonstrate</b> research-based instructional practices for developing students' <b>phonological awareness</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.4 &amp; 5: Review:</b> Competencies 1-4 for instructional strategies and articles. (<b>See Portfolio</b>)  <b>5:4: Review:</b> Chpt 5, Phonological Awareness  <b>5:5: Review:</b> Chpt 6, Phonics  <b>Formative Assessment:</b>  <b>5.4 &amp; 5.5: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>. *Teacher <b>observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the <b>phonological awareness and phonics</b> practices included in the 3 case studies.</p>
	5.5	<b>Demonstrate</b> research-based instructional practices for developing <b>phonics</b> skills and word recognition. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.4 &amp; 5: Review:</b> Competencies 1-4 for instructional strategies and articles. (<b>See Portfolio</b>)  <b>5:4: Review:</b> Chpt 5, Phonological Awareness  <b>5:5: Review:</b> Chpt 6, Phonics  <b>Formative Assessment:</b>  <b>5.4 &amp; 5.5: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>phonological awareness and phonics</b>.</p>	

<p>Jocelyn Seamer</p> <p><b>Article:</b> <i>Academic Language &amp; ELLs: What teachers need to know</i></p> <p><b>Article:</b> <i>Reading 101 for English Language Learners</i></p> <p><b>Teaching Reading Sourcebook:</b> Chpt 2; <i>Structure of Spanish</i></p>	5.6	<b>Demonstrate</b> research-based instructional practices for developing reading <b>fluency</b> and reading endurance. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.6: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Review:</b> Section IV: Reading Fluency; Chpts 9 &amp; 10, Fluency Assessment, completed study guides and research-based instructional practices.  <b>5.6: Formative Assessment:</b>  <b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>fluency</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>fluency</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the <b>fluency</b> practices included in the 3 case studies.</p>
	5.8	<b>Demonstrate</b> research-based instructional practices to facilitate students' monitoring and self-correcting in reading. ★	<p><b>Curriculum Study Assignment:</b>  <b>5.8: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Article:</b> <i>Research Gate: Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills</i>  <b>Article:</b> <i>ASCD: 5 Ways to Develop Critical Thinking Skills</i>  <b>Formative Assessment:</b>  <b>5.8: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>monitoring and self-correcting in reading</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>monitoring and self-correcting in reading</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b>.  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>*Identify</b> the practices included in the 3 case studies.</p>
	5.7	<b>Demonstrate</b> research-based instructional practices for developing both academic and domain specific <b>vocabulary</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.7: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b>)  <b>Review:</b> Section V: Vocabulary Introduction; Chpts 11-13 for research-based instructional practices for academic and domain specific vocabulary.  <b>Read:</b> <i>IRIS Center: Helping Students</i></p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies to develop both academic a domain specific <b>vocabulary</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and</b></p>

			<p><i>Become Independent Learners: Self-monitoring, self-instruction, goal-setting and self-reinforcement.</i></p> <p><b>Formative Assessment:</b>  <b>5.7: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies to develop both academic a domain specific <b>vocabulary</b>.</p>	<p><b>evaluated by district personnel, principal and/or reading coach.</b>  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>Identify</b> the <b>vocabulary</b> practices included in the 3 case studies.</p>
	5.2	<b>Demonstrate</b> research-based instructional practices for facilitating reading <b>comprehension</b> . ★	<p><b>Curriculum Study Assignment:</b>  <b>5.2; 5.9; 5.10; 5.11: Review:</b> Section VI: Comprehension  <b>Groups Read: Assigned Articles</b> <i>5 Ways to Develop Critical Thinking Skills; Employing Critical Reading Strategy to Promote Students' Higher Order Thinking Skills; and Complex Text &amp; Disciplinary Text Strategies to Help Students' Go Deep When Reading Digitally</i>  <b>Review:</b> <i>Letting Text Take Center Stage – Shanahan and Competencies 1-4 for instructional strategies. (See Portfolio)</i>  <b>Formative Assessment:</b>  <b>5.2; 5.9; 5.10; 5.11:</b>  <b>*Each group</b> charts key points/findings and implications for instruction of their assigned readings. Share with each group.  <b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>comprehension, promotes higher order thinking and read critically, while differentiating</b>.</p>	<p><b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>comprehension, promotes higher order thinking and read critically, while differentiating</b>.  <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach.</b>  <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment?  <b>Identify</b> the <b>comprehension, higher order thinking and read critically</b> practices included in the 3 case studies.</p>
	5.9	<b>Demonstrate</b> research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★		
	5.10	<b>Demonstrate</b> research-based instructional practices for developing students' ability to read critically. ★		
	5.11	<b>Demonstrate</b> differentiation of instruction for all students utilizing increasingly complex print and digital text. ★		
	5.13	<b>Create</b> an information intensive environment that includes print and digital text.	<p><b>Curriculum Study Assignment:</b>  <b>5.13: Review:</b> Competencies 1-4 for instructional strategies and print and digital articles. <b>(See Portfolio)</b>  <b>Article:</b> <i>Strategies to Help Students' Go Deep When Reading Digitally</i>  <b>Formative Assessment:</b>  <b>5.13: List</b> strategies that are identified that</p>	<p><b>Demonstration</b> through lesson plans that includes both <b>complex &amp; digital print text</b> that includes differentiated instruction.  <b>Include photos</b> of their <b>intensive environment</b> to showcase the print and digital text rich environment, including titles of texts.</p>

			help students go deeper with digital text. <b>*Demonstration</b> through lesson plans that includes both <b>complex &amp; digital print text</b> that includes differentiated instruction.	
	5.15	<b>Demonstrate</b> intentional, explicit, systematic <b>writing</b> instruction as it relates to the ability to read written language. ★	<b>Curriculum Study Assignment:</b> <b>5.15: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b> ) <b>Read:</b> <i>Writing to Read: Evidence for How Writing Can Improve Reading and Explicit Writing Instruction</i> <b>Formative Assessment:</b> <b>5.15: *Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>writing instruction</b> .	<b>*Demonstration</b> through lesson plans and <b>delivery</b> of instruction that <b>integrates</b> multiple skills/strategies for <b>writing instruction</b> . <b>*Provide analysis of writing samples</b> from students as it relates to reading. <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b> . <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction? Effective vs ineffective? Student level of engagement/assessment? <b>*Identify the writing practices&amp; samples</b> in the 3 case studies.
	5.12*	<b>Demonstrate</b> skill in assessment and instruction with <b>English language learners</b> from diverse backgrounds and at varying English proficiency levels. ★	<b>Curriculum Study Assignment:</b> <b>5.12: Review:</b> Competencies 1-4 for instructional strategies and articles. (See <b>Portfolio</b> ) <b>Review:</b> <i>Academic Language &amp; ELLs: What teachers need to know</i> <b>Review:</b> <i>Reading 101 for English Language Learners</i> <b>Review:</b> <i>Chpt 2; Structure of Spanish</i> <b>Formative Assessment:</b> <b>5.12: *Demonstration</b> through lesson plans and delivery of instruction that integrate multiple skills/strategies & observations/video of <b>instruction with ELLs to enhance reading and English acquisition</b> .	<b>*Develop lessons</b> with multiple research-based <b>ELL strategies and accommodations</b> . <b>Provide</b> rationale for strategies chosen. Include a <b>WIDA portrait</b> of an ELL student. <b>*Demonstration</b> through lesson plans and delivery of instruction that integrate multiple skills/strategies & observations/video of <b>instruction with ELLs to enhance reading and English acquisition</b> . <b>*Teacher observations</b> and/or <b>videos</b> of instruction with whole and small groups <b>viewed, monitored and evaluated by district personnel, principal and/or reading coach</b> . <b>*Identify the ELL practices, strategies and accommodations</b> included in the 3 case studies. <b>*Reflection:</b> What worked well/didn't? Changes to lesson/instruction?

					<p>Effective vs ineffective? Student level of engagement/assessment?</p> <p><i>*Participants provide their cumulative portfolios of all completed participant assignments, research, student artifacts, reflections, etc. for Competency 5, including Competencies 1, 2, 3 and 4.</i></p> <p><i>*Participants will demonstrate their job-embed understanding of reading as a process and application of the principles of reading: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.</i></p> <p><i>*Complete and present the 3 case studies for review and approval.</i></p> <p><i>*Participants complete and present all assigned reflections.</i></p>
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**Note:** An official college transcript for coursework that meets Competency 5 requirements applies to competencies 1 through 5.

## **Appendix: Forms**

PAEC READING ENDORSEMENT  
ADD-ON ENDORSEMENT APPLICATION FORM\*

NAME \_\_\_\_\_ TERMSID # \_\_\_\_\_

DISTRICT \_\_\_\_\_ SCHOOL \_\_\_\_\_

I am planning to add Reading Endorsement to my current Florida teaching certificate. I understand that I will need to complete the components covering the topics prescribed by the State Board of Education Rule 6A-4.0163. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

Please give a brief statement of your reason(s) in pursuing this endorsement.

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Selected Reading Endorsement Track (circle one):    1    2    3    4

\_\_\_\_\_  
Candidate Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Position

*\*Please note:*

Applicants must return this completed form to the appropriate district office contact.

**PAEC READING ENDORSEMENT  
VERIFICATION OF POINTS  
APPLICABLE TOWARD ADD-ON CERTIFICATION**

1. Name: \_\_\_\_\_

2. District: \_\_\_\_\_ 3. School: \_\_\_\_\_

4. TERMS ID No.: \_\_\_\_\_ 5. Points on file: \_\_\_\_\_

6. Requirements:

- (1) ☐ Foundations of Reading Instruction-Competency 1 (60 points)
- (2) ☐ Application of Research-Based Practices-Competency 2 (60 points)
- (3) ☐ Foundations of Assessment-Competency 3 (60 points)
- (4) ☐ Foundations of Applications of Differentiation Instruction-Competency 4 (60 points)
- (5) ☐ Demonstration of Accomplishment (Reading Practicum)-Competency 5 (60 points)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Verified by:</u> <u>(initials of district official)</u>
Requirement #1 (Compt.1)			
Requirement #2 (Compt.2)			
Requirement #3 (Compt.3)			
Requirement #4 (Compt.4)			
Requirement #5 (Compt.5)			
Total Required 300			

*I certify that the participant listed above has successfully completed all requirements necessary to obtain the Add-On Reading Endorsement.*

Date \_\_\_\_\_

Signature of District Official \_\_\_\_\_

**FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY**

Status of Application:

- ☐ Sent to Florida Dept. of Education
- ☐ Returned for Additional Verification

Date \_\_\_\_\_

By \_\_\_\_\_



**PANHANDLE AREA EDUCATIONAL CONSORTIUM  
READING ENDORSEMENT  
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name \_\_\_\_\_

2. District \_\_\_\_\_ 3. School \_\_\_\_\_

4. TERMS ID. \_\_\_\_\_ 5. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the PAEC Reading Endorsement program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ county program for Reading Endorsement.

6. Program area

PAEC/District Component # and Title

College Course # and Title

1)

\_\_\_\_\_

2)

\_\_\_\_\_

3)

\_\_\_\_\_

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***FOR DISTRICT OFFICE OF CERTIFICATION USE ONLY***

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

District Official \_\_\_\_\_

### Competency 5 – Checklist of Competencies

At the conclusion of the practicum experience leading to the reading endorsement, the practicum supervisor will complete the following checklist in consultation with the teacher.

Specific Indicator		Decision	Method of Assessment
5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.		
5.2	Demonstrate research-based instructional practices for facilitating reading comprehension.		
5.3	Demonstrate research-based instructional practices for developing oral/aural language development.		
5.4	Demonstrate research-based instructional practices for developing students' phonological awareness.		
5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition.		
5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance.		
5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.		
5.8	Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.		
5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.		
5.10	Demonstrate research-based instructional practices for developing students' ability to read critically.		
5.11	Demonstrate differentiation of instruction for all students utilizing		
5.12	Demonstrate skill in assessment and instruction with English Language Learners from diverse backgrounds and at varying English proficiency levels.		
5.13	Create an information intensive environment that includes print and digital text.		
5.14	Use a variety of instructional practices to motivate and engage students in reading.		
5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.		

Use the following codes for completion of this form:

Decision	Method of Assessment		
D = Demonstrated	O = Observation	V = Video	LP= Lesson Plan
PD = Partially Demonstrated	W = Written Reflection	CS = Case Study	
ND = Not Demonstrated			

The practicum is complete when the teacher has demonstrated success on at least 80% (12) of the indicators.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Practicum Supervisor

\_\_\_\_\_  
Date

Inservice Program  
For Add-On Endorsement

In the Area of

**READING**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131

Recommended to the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Superintendent

Approved by the \_\_\_\_\_ District School Board on \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board