

**MEMORANDUM**

TO: Mr. Robert Rankin, School Board Members

FROM: Darby Allen 

SUBJECT: NEFEC Reading Endorsement Add-On Program 2020-2025

DATE: April 27, 2020

CC: Ronda Parrish, Billie Jo Bible

I'm requesting board approval for the *NEFEC Reading Endorsement Add-On Program 2020-2025*. This document has been revised by NEFEC from the 2014-19 edition to include all legislative changes that impact reading endorsements. Attached, please find a summary of the document along with the full document.

# 2020-2025 NEFEC Reading Endorsement Add-on Program

## School Board Approval for Five-Year Renewal Period

The 2020-2025 NEFEC Reading Endorsement Add-on Program has received extensive revisions as an outcome of legislative mandates passed since 2017 requiring changes in reading curriculum, and additions of sections that are on the FLDOE endorsement add-on guidelines. Below is an outline of the changes with corresponding page numbers.:

### Program Rationale and Purpose

p. 2 **Narrative changed**

Program Content/Curriculum p.3

Competencies

pp.3-4 **Addition of 2025 to end of each competency title**

**Removed Section that was in 2014-2020 endorsement:** *District Add-On Reading Endorsement Plan Renewal* (steps for renewal process) Not on the FLDOE endorsement add-on guidelines.

**Added the following sections** included on the FLDOE endorsement add-on guidelines:

p.4 **Specialization: 6A-4.0292 Specialization Requirements for the Reading Endorsement.**

pp.5-6 **Nationally Recognized Guidelines**

**Update:** Reading Endorsement Competency Paths 2020-2025

pp.6-7 Included organizations with approved Just Read, Florida! Matrix. Can only use approved vendors.

### Added sections cont.:

Instructional Design and Delivery

p.8 Includes description of the courses for the 5 Competencies and Instructional Strands chart w/new component #

p.9 Inservice Codes

p.10 Instructors – description of requirements

pp.10-35 **Training Components** (see amendment to PLC for title and component numbers)

### All new sections to the Reading Endorsement:

Program Completion Requirements p.36

A. Program Completion

B. Competency Demonstration

C. Competency Verification

Program Evaluation p.37

A. Evaluation Plan

B. Annual Review

Program Management pp.37

A. Candidate Application and Admission

B. Advisement

C. Attendance Requirement for Inservice Points

D. Transfer and Utilization of Credit

E. Certification of Completion

School Board Approval p.39

NEFEC 2020-2025 Reading Endorsement Alignment Matrix p.40

# READING

## Endorsement Add-On Program 2020-2025



A Cooperative Effort to Provide Professional Learning  
Options to NEFEC Participating Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf  
and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando,  
Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental  
Research School, Putnam, Suwannee, and Union

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# **NEFEC DISTRICT ADD-ON READING ENDORSEMENT PROGRAM**

## **PROGRAM RATIONALE AND PURPOSE**

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeast part of the state. Additionally, FSU Lab School, Hernando, Madison, and Monroe districts subscribe to the NEFEC Instructional Program and are covered under this endorsement program.

The 2020-2025 NEFEC District Reading Endorsement Add-on Program serves three important purposes for NEFEC member and participating districts. The first is to assure that the districts have a Reading Endorsement Program accessible to their teachers to meet the legislative mandates passed in House Bill 7069 (2017) and House Bill 7055 (2018).

In Memo DPS: 2019-153 from Chancellor Jacob Olivia, district leaders were reminded of the statutory requirements for certain students to be provided a teacher who is certified or endorsed in reading beginning July 1, 2020.

House Bill 7069 (2017) amended section (s.) 1008.25(7), Florida Statutes (F.S.), to require that beginning July 1, 2020, students who are retained in grade three, and attend the district summer reading camp, are provided a teacher who is certified or endorsed in reading. This bill became effective July 1, 2017, giving districts three years to plan for the implementation of this section.

House Bill 7055 (2018) amended section 1011.62(9), F.S., to require that, beginning with the 2020-2021 school year, intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading. This bill became effective July 1, 2018, giving districts two years to plan for the implementation of this section.

While the first purpose is to meet legislative requirements, the second is to provide a quality reading program that will result in teachers acquiring the knowledge and skills to improve reading for all students. In addition to learning the appropriate skills and competencies to become highly qualified reading teachers, the professional learning will ensure they have the content knowledge and pedagogy to teach students who require intensive reading instruction that includes multisensory strategies and interventions.

The 2020-2025 NEFEC District Reading Endorsement Add-on Program has been revised to include the mandates pursuant to Rule 6A-4.0163, F.A.C., amended on December 22, 2019. While the Reading Endorsement Competencies 2011 continue to be used as core competencies, an emphasis must be placed on the follow:

- (a) effective methods of identifying characteristics of conditions such as dyslexia, and a focus on multisensory interventions, and
- (b) instructional strategies to support explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and comprehension.

For the 2020-2025 NEFEC District Reading Endorsement Program, curriculum and assessments were

revised and new content developed throughout each competency to ensure the professional learning provides participants with knowledge and skills to use multisensory interventions and instructional strategies to support explicit, systematic, and sequential approaches to teaching reading. As part of the renewal process, revisions that included these changes were made to the North East Florida Educational Consortium 2020-2025 Reading Endorsement Alignment Matrix, and it was approved by Just Read, Florida! on March 3, 2020. The Matrix is in the final section of this endorsement document.

Finally, the NEFEC Reading Endorsement is offered through the NEFEC eLearning Network as a fully online program. By utilizing the NEFEC eLearning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. Even though the NEFEC Reading Endorsement courses are in a self-paced, online format, they are designed so that each participant dialogues with the course facilitator. Through the eLearning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated, and quality is maintained for all learners, at any given time or location for the teacher.

## **PROGRAM CONTENT/CURRICULUM**

### **A. COMPETENCIES**

#### **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 and ongoing, utilized for effective instructional decision making.

#### **COMPETENCY 1: FOUNDATIONS OF READING INSTRUCTION 2025 – 60 IN-SERVICE HOURS**

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 2025 -- 60 IN-SERVICE HOURS**

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 2025 -- 60 IN-SERVICE HOURS**

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 2025 -- 60 IN-SERVICE HOURS**

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 2025 -- 60 IN-SERVICE HOURS**

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. SPECIALIZATION**

#### **6A-4.0292 Specialization Requirements for the Reading Endorsement.**

(1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage; and one of the following options:

(a) 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 the areas specified below:

1. Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;

2. Three (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;

3. Three (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

4. Three (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.

(b) The completion of an approved certificate meeting the criteria of Section 1012.586, F.S. The department will review such a certificate provided the following items are submitted by a program for review:

1. Evidence the organization is internationally recognized for establishing standards for evidence-based interventions for struggling readers;

2. A thorough description of the competencies to be mastered in the specific certificate program to ensure these competencies are comparable to the Florida Reading Endorsement Competencies; and

3. A description of the clinical experience required to complete the certificate.

(c) A passing score on the Reading Certification Exam as determined by Rule 6A-4.0021, F.A.C. *Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56, 1012.586 FS. History—New 7-30-02, Amended 12-22-19.*

## C. NATIONALLY RECOGNIZED GUIDELINES

The foundational content for reading skills and the reading process included in the NEFEC Reading Endorsement courses is based on the seminal works of Marilyn Jager Adams (1990), *Beginning to Read: Thinking and Learning About Print*, the National Institute for Child Health and Development's (1998), *Preventing Reading Difficulties in Young Children*, and the National Reading Panel's Report (2000), *Teaching Children to Read*.

Closely aligned with the Florida Reading Endorsement Competencies and Indicators, the standards from three nationally recognized associations served as resources when developing the competencies' course work for the 2020-2025 NEFEC Reading Endorsement.

### **Council for Exceptional Children (CEC): *Professional Practice Standards for Special Educators***

The Practice Standards guide professional special educators "in ways that respect diverse characteristics and needs of individuals with exceptionalities and their families."

### **International Dyslexia Association (IDA): *Knowledge and Practice Standards for Teachers of Reading***

"The standards aim to specify what individuals responsible for teaching reading should know and be able to do so reading difficulties, including dyslexia, may be prevented, alleviated, or remediated."

### **International Literacy Association (ILA): *Standards for the Preparation of Literacy Professionals 2017***

"The standards...

- set forth the criteria for developing and evaluating preparation programs for literacy professionals.
- focus on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role,
- highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership, and
- address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms."

## REFERENCES

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Council for Exceptional Children. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC <https://www.cec.sped.org/>

International Dyslexia Association. (2018) *Knowledge and Practice Standards for Teachers of Reading*. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

International Literacy Association. (2018). *Standards for the preparation of literacy professionals 2017*. Retrieved from <https://literacyworldwide.org/get-resources/standards/standards-2017>

National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading*



*instruction: reports of the subgroups.* Washington, D.C.: National Institute of Child Health and Human Development, National Institutes of Health.

Snow, C. E., M. S. Burns, and P. Griffin, eds. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press, 1998.

#### **D. READING ENDORSEMENT COMPETENCY PATHS 2020-2025**

The following providers listed for each competency, except for the Florida University System (see <sup>2</sup> below), have been approved by Just Read, Florida!, and districts may elect to use their services.

<b>Competency 1 / Component # 1-013-023 / 60 Hours</b>		
<b>Course</b>	<b>Provider</b>	<b>Delivery</b>
Foundations of Reading Instruction 2025	NEFEC	Online
Reading 1: Foundations of Instruction	Beacon Educator	Online
Foundations of Language and Cognition	Shultz Center	Online
Instructional Foundations of Language and Reading	University of Florida Literacy Matrix	Online
Foundations of Reading Instruction, K-12, No. RL-ED-130	Literacy Solutions and More, Inc.	Online
Foundations of Reading Instruction	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course <sup>1</sup>	LETRS <sup>1</sup> (Voyager Sopris Learning)	Combination
Foundations of Language and Cognition EPI 009	EPI Faculty at various state colleges	Varies
Foundations of Reading Instruction	Florida University System <sup>2</sup>	Varies
<b>Competency 2 / Component # 1-013-024 / 60 Hours</b>		
<b>Course</b>	<b>Provider</b>	<b>Delivery</b>
Application of Research-Based Instructional Practices 2025	NEFEC	Online
Reading 2: Evidence-Based Practices	Beacon Educator	Online
Foundations of Reading Research-Based Practices	Shultz Center	Online
Applications of Reading Research-Based Instruction	University of Florida Literacy Matrix	Online
Application of Research-Based Instructional Practices for Grades, No. RL-ED-123	Literacy Solutions and More, Inc.	Online
Application of Research-Based Instructional Practices	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course <sup>1</sup>	LETRS <sup>1</sup> (Voyager Sopris Learning)	Combination
Foundations of Reading Research-Based Instruction EPI 0010	EPI staff at various state colleges	Varies
Application of Research-Based Instructional Practices	Florida University System <sup>2</sup>	Varies
<b>Competency 3 / Component # 1-013-025 / 60 Hours</b>		
<b>Course</b>	<b>Provider</b>	<b>Delivery</b>
Foundations of Assessment 2025	NEFEC	Online
Reading 3: Assessment	Beacon Educator	Online
Foundations of Assessment	Shultz Center	Online
Foundations of Assessment	University of Florida Literacy Matrix	Online

Foundations of Assessment and Tiered Intervention Strategies, No. RL-ED-221	Literacy Solutions and More, Inc.	Online
Foundations of Assessment	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course <sup>1</sup>	LETRS <sup>1</sup> (Voyager Sopris Learning)	Combination
Foundations of Assessment EPI 0011	EPI staff at various state colleges	Varies
Foundations of Assessment	Florida University System <sup>2</sup>	Varies
<b>Competency 4 / Component # 1-013-026 / 60 Hours</b>		
<b>Course</b>	<b>Provider</b>	<b>Delivery</b>
Foundations and Applications of Differentiated Instruction 2025	NEFEC	Online
Reading 4: Differentiated Instruction	Beacon Educator	Online
Foundations of Differentiation	Shultz Center	Online
Foundations and Application of Differentiated Instruction	University of Florida Literacy Matrix	Online
Differentiating Instruction and Assessments: Foundations of Differentiation, No. RL-ED-112	Literacy Solutions and More, Inc.	Online
Foundations and Applications of Differentiated Instruction	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course <sup>1</sup>	LETRS <sup>1</sup> (Voyager Sopris Learning)	Combination
Foundations and Application of Differentiated Instruction	EPI staff at various state colleges	Varies
Differentiated Reading Instruction for Students: Making It Explicit PDA	FDLRS	Online; hybrid
Foundations and Applications of Differentiated Instruction	Florida University System <sup>2</sup>	Varies
<b>Competency 5 / Component # 1-013-027 / 60 Hours</b>		
<b>Course</b>	<b>Provider</b>	<b>Delivery</b>
Demonstration of Accomplishment 2025	NEFEC	Online
Reading 5: Demonstration of Accomplishment	Beacon Educator	Online
Practicum	Shultz Center	Online
Demonstration of Accomplished Practices in Reading	University of Florida Literacy Matrix	Online
Demonstration of Accomplished Practices in Reading, No. RL-ED-256	Literacy Solutions and More, Inc.	Online
Demonstration of Accomplished Teaching Practices	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course <sup>1</sup>	LETRS <sup>1</sup> (Voyager Sopris Learning)	Combination
Demonstration of Accomplishment	Florida University System <sup>2</sup>	Varies

<sup>1</sup> LETRS includes 8 Units of course work, every 2 Units is equivalent to 1.25 competencies. To meet the 2 competencies per year requirement, 4 LETRS Units would need to be completed.

<sup>2</sup> Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements; credit hours can be converted to inservice points (See Transfer and Utilization of Credit).

## INSTRUCTIONAL DESIGN AND DELIVERY

The NEFEC Reading Endorsement is delivered through NEFEC's eLearning Network as online reading courses. These courses are learner-centered, curriculum-focused and instructor-guided. NEFEC's online professional learning provides meaningful and authentic experiences, access to a variety of research-based best practices, mentoring by the state's experts, and practical application for increased student performance.

**Competency 1** provides educators with the foundational knowledge base of language structure and function, as well as the five major components of the reading process. In addition, participants develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

**Competency 2** is designed to help teachers improve reading instruction for learners in grades preK-12 through applying the learning in the classroom. Teachers will practice using multisensory interventions and reading strategies for the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

**Competency 3** will provide teachers with skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12.

**Competency 4** will provide teachers with knowledge and skills to identify the needs of students with differing profiles and use this knowledge for instructional decision making to meet the needs of all students. Participants will gain an understanding of how to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research in order to address prevention, identification, and remediation.

**Competency 5** is the culminating practicum for teachers to demonstrate the knowledge and skills developed in the previous four competencies. Participants will teach lessons incorporating all the components of reading and using research-based multisensory interventions and strategies to support struggling readers and students with English as a second language, as well as administration of related assessments and data analysis.

### A. INSTRUCTIONAL STRANDS

Component	Number	Inservice Points
Foundations of Reading Instruction 2025	1-013-023	60
Application of Research-Based Instructional Practices 2025	1-013-024	60
Foundations of Assessment 2025	1-013-025	60
Foundations and Applications of Differentiated Instruction 2025	1-013-026	60
Demonstration of Accomplishment 2025	1-013-027	60
Total Inservice Points for Reading Endorsement		300

## B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
<ul style="list-style-type: none"> <li>A. Add-on Endorsement</li> <li>B. Alternative Certification</li> <li>C. Florida Educators Certificate Renewal</li> <li>D. Other Professional Certificate/License Renewal</li> <li>E. Professional Skills Building – Non-Instructional</li> <li>F. W. Cecil Golden Professional Development Program for School Leaders</li> <li>G. Approved District Leadership Development Program</li> <li>H. No Certification, Job Acquisition, or Retention Purposes</li> </ul>	<ul style="list-style-type: none"> <li>M. Structured Coaching/Mentoring</li> <li>N. Independent Learning/Action Research</li> <li>O. Collaborative Planning</li> <li>P. Participant Product</li> <li>Q. Lesson Study</li> <li>R. Electronic, Interactive</li> <li>S. Electronic, Non-Interactive</li> <li>T. Evaluation of Practice</li> </ul>
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
<ul style="list-style-type: none"> <li>A. Knowledge Acquisition</li> <li>B. Electronic, Interactive</li> <li>C. Electronic, Non-Interactive</li> <li>D. Learning Community/Lesson Study Group</li> <li>F. Independent Inquiry</li> <li>G. Structured Coaching/Mentoring</li> <li>H. Implementation of “High Effect” Practice(s)</li> <li>I. Job Embedded</li> <li>J. Deliberate Practice</li> <li>K. Problem Solving Process</li> </ul>	<ul style="list-style-type: none"> <li>A. Changes in Instructional or Learning Environment Practices</li> <li>B. Changes in Instructional Leadership or Faculty Development Practices</li> <li>C. Changes in Student Services/Support Practices</li> <li>D. Other Changes in Practices</li> <li>E. Fidelity of Implementation of the Professional Learning Process</li> <li>F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives</li> <li>G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present</li> </ul>
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)
<ul style="list-style-type: none"> <li>A. Quality of Instruction               <ul style="list-style-type: none"> <li>A1. Instructional Design and Lesson Planning</li> <li>A2. The Learning Environment</li> <li>A3. Instructional Delivery and Facilitation</li> <li>A4. Assessment</li> </ul> </li> <li>B. Continuous Improvement, Responsibility and Ethics               <ul style="list-style-type: none"> <li>B1. Continuous Professional Improvement</li> <li>B2. Professional Responsibility and Ethical Conduct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Results of State or District-Developed/Standardized Student Growth Measure(s)</li> <li>B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress</li> <li>C. Portfolios of Student Work</li> <li>D. Observation of Student Performance</li> <li>F. Other Performance Assessment(s)</li> <li>G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)</li> <li>Z. Did Not Evaluate Student Outcomes</li> </ul>

## **C. INSTRUCTORS**

NEFEC's eLearning Network uses facilitators for the online courses of the Reading Endorsement Add-on Program. Selection of facilitators is based on the following minimum criteria:

- Current Florida teaching certificate (or the equivalent) with reading endorsement, current Florida teaching certificate with Reading are certification (or the equivalent) or Reading degree from an accredited institution.
- Background of successful staff development and/or adult professional learning expertise.
- Minimum three years successful teaching experience in reading education.
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each learning module.
- Commitment to use and maintain the integrity of the published learning materials known collectively as the Reading Add-On Endorsement.
- Commitment to the District Alternative Program for Add-On Certification: Reading Endorsement and learning program, and to the delivery of learning at times and places convenient to the participants.

## **D. TRAINING COMPONENTS**

## COMPETENCY 1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING 2025

### COMPONENT NUMBER: 1-013-023

Function: 1 – Subject Content/Academic Standards

Focus Area: 013 – Reading Content

Local Sequence Number: 023

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Participants will develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning. The purpose of this component is to provide substantive knowledge of language structure and function, as well as cognition for each of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

#### LINKS TO PRIORITY INITIATIVES

- Assessment and tracking student progress
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted  
Repetitive practice leading to changes in proficiency of educator or leader on the job  
Tracking improvements in student learning growth supported by the professional learning

#### SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

### **PERFORMANCE INDICATOR A: COMPREHENSION**

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.

### **PERFORMANCE INDICATOR B: ORAL LANGUAGE**

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.

### **PERFORMANCE INDICATOR C: PHONOLOGICAL AWARENESS**

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.

#### **PERFORMANCE INDICATOR D: PHONICS**

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.

#### **PERFORMANCE INDICATOR E: FLUENCY**

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.

#### **PERFORMANCE INDICATOR F: VOCABULARY**

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.

#### **PERFORMANCE INDICATOR G: INTEGRATION OF THE READING COMPONENTS**

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.
6. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

**PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

**LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

**WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

**Educators will:**

- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

**HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

**KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** N-Independent Learning/Action Research

**Implementation Support:** Participants will complete elements of their individual implementation agreements.

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

#### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

##### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal

evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC

Spring 2020

## COMPETENCY 2: APPLICATIONS OF RESEARCH-BASED INSTRUCTION 2025

### COMPONENT NUMBER: 1-013-024

Function: 1 – Subject Content/Academic Standards

Focus Area: 013 – Reading Content

Local Sequence Number: 024

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Participants will develop an understanding of how to apply the five essential elements of teaching reading to the reading process: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The purpose of this component is to provide the participants the opportunity to scaffold student learning by applying the principles of research-based reading instruction and integrating the components of reading. Teachers will engage in the systematic problem-solving process.

#### LINKS TO PRIORITY INITIATIVES

- Assessment and tracking student progress
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted  
Repetitive practice leading to changes in proficiency of educator or leader on the job  
Tracking improvements in student learning growth supported by the professional learning

#### SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

### **PERFORMANCE INDICATOR A: COMPREHENSION**

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.

### **PERFORMANCE INDICATOR B: ORAL LANGUAGE**

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.

### **PERFORMANCE INDICATOR C: PHONOLOGICAL AWARENESS**

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.

#### **PERFORMANCE INDICATOR D: PHONICS**

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

#### **PERFORMANCE INDICATOR E: FLUENCY**

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.

#### **PERFORMANCE INDICATOR F: VOCABULARY**

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.

#### **PERFORMANCE INDICATOR G: INTEGRATION OF THE READING COMPONENTS**

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.

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

##### **Educators will:**

- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

#### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** N-Independent Learning/Action Research

**Implementation Support:** Participants will complete elements of their individual implementation agreements.

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

#### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

##### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal



evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC  
Spring 2020

## COMPETENCY 3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS 2025

### COMPONENT NUMBER: 1-013-025

Function: 1 – Subject Content/Academic Standards

Focus Area: 013 – Reading Content

Local Sequence Number: 025

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Participants will develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12. The purpose of this component is to provide the participants with an understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Participants will engage in the systematic problem-solving process.

#### LINKS TO PRIORITY INITIATIVES

- Assessment and tracking student progress
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

#### SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants 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.

**PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

**LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

**WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

**Educators will:**

- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

**HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

**KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** N-Independent Learning/Action Research

**Implementation Support:** Participants will complete elements of their individual implementation agreements.

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

## **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

## **PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

## **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

#### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

#### **B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

#### **C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC  
Spring 2020

## COMPETENCY 4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025

### COMPONENT NUMBER: 1-013-026

Function: 1 – Subject Content/Academic Standards

Focus Area: 013 – Reading Content

Local Sequence Number: 026

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Participants will develop knowledge and skills to identify the needs of students with differing profiles and use this knowledge for instructional decision making to meet the needs of all students.

Participants will gain an understanding of how to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research in order to address prevention, identification, and remediation. The purpose of this component is to provide the participants with broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Participants will engage in the systematic problem-solving process.

#### LINKS TO PRIORITY INITIATIVES

- Assessment and tracking student progress
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC OBJECTIVES**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants 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.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.
12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.
14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
15. Implement research-based instructional practices for developing students' higher order thinking.
16. Implement research-based instructional practices for developing students' ability to read critically.
17. Implement research-based instructional practices using writing to develop students' comprehension of text.
18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

## **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

#### **Educators will:**

- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

### **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** N-Independent Learning/Action Research

**Implementation Support:** Participants will complete elements of their individual implementation agreements.

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level



processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

#### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **D. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

###### **E. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**F. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

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Spring 2020

## COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING 2025

### COMPONENT NUMBER: 1-013-027

Function: 1 – Subject Content/Academic Standards

Focus Area: 013 – Reading Content

Local Sequence Number: 027

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Participants will demonstrate research-based instructed strategies for all of the components of reading, as well as administration of related assessments and data analysis. Participants will also demonstrate skill in student engagement and differentiation for learners from diverse backgrounds.

The purpose of this component is to provide the participants a culminating practicum to 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. Participants will engage in the systematic problem-solving process.

#### LINKS TO PRIORITY INITIATIVES

- Assessment and tracking student progress
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC OBJECTIVES**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants 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.

## **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

#### **Educators will:**

- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

## **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** N-Independent Learning/Action Research

**Implementation Support:** Participants will complete elements of their individual implementation agreements.

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

## **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

**WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

**A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

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Spring 2020

## **PROGRAM COMPLETION REQUIREMENTS**

### **A. PROGRAM COMPLETION**

The endorsement requirements for teachers of reading include professional preparation as specified in State Board Rule 6A-4.0292. Reading Endorsement may be added to a standard coverage through the earning of college course credit or district add-on program using inservice points or a combination of inservice and college work. This program uses only inservice points to add a reading endorsement. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. If a college course is to be substituted for one of the inservice courses listed, the NEFEC or district Reading Coordinator must compare the course syllabus to the specific objectives (indicators) in the inservice course to ensure that all indicators are met within the college course.

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

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- Verification of successful demonstration of all applicable competencies within a component of another district's Reading Endorsement add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or
- Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials.

This review shall be conducted by personnel from the district's staff development office.

### **B. COMPETENCY DEMONSTRATION**

All those attempting to add the Reading Endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means.

In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. These variations are outlined in the North East Florida Educational Consortium 2020-2025 Reading Endorsement Alignment Matrix, (end of document).

Inservice points for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, practicum (when applicable), and implementation activities.

### **C. COMPETENCY VERIFICATION**

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer;

course syllabi will be analyzed to determine correlation to the appropriate Reading inservice course within the chosen plan of study. Certificates will be issued to successful completers as a record of competency completion.

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Reading Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria. Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district reading director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation. Impact of more qualified and trained teachers on student performance will be investigated.

### **B. ANNUAL REVIEW**

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data: Number of teachers who are out-of-field in Reading Endorsement, Number and percentages of out-of-field that have enrolled in the add-on program, Number of enrollees dropped for non-performance, and Number and percentage of program completers.
2. Client Satisfaction: Data Attitudes of candidates will be surveyed to determine the extent to which: Program is meeting candidate needs, Quality of instruction is consistent with professional learning standards, Curriculum is pertinent to their coaching and professional learning needs, and Pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
3. Supervisory Evaluation Data: Add-on certification program is meeting school and program needs, Skills acquired in add-on training are practiced and shared with others, and Evidence exists of tangible benefits to students accruing from add-on training.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the reading classroom.

## **PROGRAM MANAGEMENT**



The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog /Endorsement Coordinator will be responsible for the overall management of the add-on program. The North East Florida Educational Consortium will be responsible for: Updating and reviewing the courses offered by the consortium, Advertising the availability of the courses to the individual districts, and providing qualified facilitators. Inservice training may also be offered by districts, state institutions, and regional service providers through Reading Endorsement programs with Just Read, Florida! approved Reading Endorsement Alignment Matrix (see Reading Endorsement Competency Paths 2020-2025 chart).

### **A. CANDIDATE APPLICATION AND ADMISSION**

The individuals designated above will share the process for application, admission, and verification of the Reading Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District. A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program. Enrollment preference will be given to educators that are currently classified as in need of Reading endorsement to meet employment requirements. Other participants will be admitted to the Reading Endorsement Program as part of their professional learning plans or to earn inservice credit for recertification purposes.

### **B. ADVISEMENT**

Each applicant will receive access to the Reading Endorsement requirements and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant. Continuing advisement will be provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the Reading Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

### **C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS**

Attendance is mandatory unless, because of serious illness or extreme emergency, the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

### **D. TRANSFER AND UTILIZATION OF CREDIT**

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Reading inservice course

within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Reading Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for Reading. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

### **E. CERTIFICATION OF COMPLETION**

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Reading Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.

### **SCHOOL BOARD APPROVAL**

In order for the Reading Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

## NEFEC 2020-2025 READING ENDORSEMENT ALIGNMENT MATRIX

**Reading Endorsement 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 and ongoing, utilized for effective instructional decision making.

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## COMPETENCY 1: FOUNDATIONS OF READING INSTRUCTION

### FOUNDATIONAL READING SKILL: COMPREHENSION

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

Course Number and Name	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-023 Instructional Foundations of Language and Reading	Course Content: The Role of Language in Comprehension	1.A.1	<b>Understand</b> that building oral and written language facilitates comprehension.	Read the course content (Module 2, Unit 2, Lesson 1). Watch the video interview with Dr. Paula Tallal, Part 1 and use the Video Reflection Sheet to share your understanding about how building oral and written language facilitates comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary Reflection
	Course Content: Academic Language	1.A.2*	<b>Understand</b> the importance of learning syntax, semantics, pragmatics, vocabulary and text structures required for comprehension of formal written language of school, often called “academic language.”	Read the course content (Module 3, Unit 2, Lesson 2). Use the Double Entry Journal to explain the importance of learning syntax, semantics, pragmatics, vocabulary and text structures for comprehension of academic language.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary Reflection
	Course Content: The Impact of Text on Comprehension	1.A.3	<b>Understand</b> the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).	Read the course content (Module 2, Unit 2, Lesson 3). Complete Reflection Sheet to check for understanding the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Interaction of Reader Characteristics	1.A.4	<b>Understand</b> how the interaction of reader characteristics, motivation, purpose of reading and text elements impacts comprehension and student engagement.	Read the course content (Module 2, Unit 2, Lesson 4). Using the Discussion Board, explain how the interaction of reader characteristics, motivation, purpose of reading and text elements impacts comprehension and student engagement.	Unit 1 Oral Language Assessment (scenario-based)
	Course Content: Cognitive Targets and Development	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.	Read the course content (Module 2, Unit 2, Lesson 5). Complete Reflection Sheet to check for understanding the cognitive targets and the role of cognitive development in the construction of meaning of literary and informational texts.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection

	Course Content: Reading as a Process	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.	Read the course content (Module 2, Unit 2, Lesson 6). Complete Reflection Sheet to check for understanding that reading is a process of constructing meaning from a wide variety of print and digital texts and has a variety of purposes.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Challenges of Content-Area Text	1.A.7	<b>Understand</b> the reading demands posed by domain specific texts.	Read course content (Module 2, Unit 2, Lesson 6) Using the Discussion Board, explain the reading demands posed by domain specific texts.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Complex Comprehension	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.	Read the course content (Module 3, Unit 2, Lesson 8). Use the Double Entry Journal to explain the effect of language, inference making, background knowledge, comprehension monitoring and self-correcting on comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: English Language Learners and Comprehension	1.A.9	<b>Understand</b> how <u>English language learners'</u> linguistic and cultural background will influence their comprehension.	Read the course content (Module 2, Unit 2, Lesson 9). Complete Reflection Sheet to check for understanding about how the English Language Learners' linguistic and cultural background will influence their comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Comprehension Assessment	1.A.10	<b>Understand</b> the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Read course content (Module 2, Unit 2, Lesson 10) Using the Discussion Board, explain the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection

### FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-in Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Development of Oral Language	1.B.1	<b>Understand</b> how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	Read course content (Module 1, Unit 1, Lesson 1) Complete Reflection Sheet to check for understanding how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Social and Academic Language	1.B.2	<b>Understand</b> the differences between social and academic language.	Read course content (Module 1, Unit 1, Lesson 2) Use the Discussion Board to explain the differences between social and academic language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

	Course Content: Writing and Oral Language Development	1.B.3	<b>Understand</b> that writing enhances the development of oral language.	Read course content (Module 1, Unit 1, Lesson 3) Complete Reflection Sheet to check for understanding about how writing enhances the development of oral language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Differentiated Instruction in Oral Language	1.B.4	<b>Understand</b> that the variation in students' oral language exposure and development requires differentiated instruction.	Read the course content (Module 1, Unit 1, Lesson 4). Use the Double Entry Journal to explain why differentiated instruction is required according to variations in students' oral language exposure and development.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Importance of Home Language for ELL Students	1.B.5	<b>Recognize</b> the importance of English language learners' home languages, and their significance for learning to read English.	Read course content (Module 1, Unit 1, Lesson 5) Complete Reflection Sheet to check for understanding about the importance of the English language learners' home language and its relationship to learning to read English.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Oral Language Assessment	1.B.6	<b>Understand</b> the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Read course content (Module 1, Unit 1, Lesson 6) Use the Discussion Board to explain the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

**FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS**

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-in Formative Assessment	Summative Assessment
				1-013-018 <b>Instructional Foundations of Language and Reading</b>	Course Content: What is Phonology?
	Course Content: The Phonological Continuum	1.C.2	<b>Recognize</b> the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	Read course content (Module 1, Unit 2, Lesson 2) Complete Reflection Sheet to check for recognition of the phonological continuum.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Phonological Awareness and Writing	1.C.3	<b>Understand</b> that writing, in conjunction with phonological awareness, enhances reading	Read course content (Module 1, Unit 2, Lesson 3) Use the Discussion Board to explain your understanding that writing, in conjunction with	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

			development.	phonological awareness, enhances reading development.	
Course Content: Language and Dialect Differences	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 and dialect differences).	Read course content (Module 1, Unit 2, Lesson 4). Complete Reflection (formative) to check for understanding of language and dialect differences.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)	
Course Content: ELL Sound Production	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.	Read the course content (Module 1, Unit 2, Lesson 5). Use the Double Entry Journal to reflect on how similarities and differences in sound production between English and other languages affect ELLs' reading development in English.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)	
Course Content: Phonological Awareness Assessment	1.C.6	<b>Understand</b> the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	Read course content (Module 1, Unit 2, Lesson 6) Complete Reflection Sheet to check for understanding of the role of formal and informal phonological awareness assessment to make instructional decisions.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)	
<b>FOUNDATIONAL READING SKILL: PHONICS</b>					
Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Phonological and Orthographic Units	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.	Read the course content (Module 2, Unit 1, Lesson 1). Use the Double Entry Journal to explain your understanding of how phonological units map onto orthographic units in alphabetic languages.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Phonics	1.D.2	<b>Understand</b> sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	Read course content (Module 2, Unit 1, Lesson 2). Complete Reflection Sheet to check for understanding of sound-spelling patterns and phonics.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Structural Analysis	1.D.3	<b>Understand</b> structural analysis of words.	Read course content (Module 2, Unit 1, Lesson 3) Complete Reflection Sheet to check for understanding of the structural analysis of words.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Language and Phonics	1.D.4	<b>Understand</b> that both oral language and writing can be used to enhance phonics instruction.	Read course content (Module 2, Unit 1, Lesson 4). Use the Discussion Board to explain your understanding that both oral language and writing can be used to enhance phonics instruction.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

	Course Content: Phonics Assessment	1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	Read course content (Module 2, Unit 1, Lesson 5) Complete Reflection Sheet to check for understanding of formal and informal phonics assessment to make instructional decisions.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
<b>FOUNDATIONAL READING SKILL: FLUENCY</b>					
Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-in Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Components of Fluency	1.E.1	Understand that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.	Read course content (Module 3, Unit 1, Lesson 1). Use the Video Reflection Sheet to connect with Dr. Joe Torgesen's comments about fluency instruction for adolescent readers, especially reading with accuracy and endurance to impact comprehension. Complete Reflection Sheet to check for understanding of the components of reading fluency.	Unit Summary/Reflection
	Course Content: Components of Fluency	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.	Read course content (Module 3, Unit 1, Lesson 2). Complete Reflection Sheet to check for understanding that effective readers adjust their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	Unit Summary/Reflection
	Course Content: The Fluency Connection	1.E.3	Understand the relationships among fluency, word recognition and comprehension.	Read course content (Module 3, Unit 1, Lesson 3) Use the Discussion Board to explain your understanding about the relationships among fluency, word recognition and comprehension.	Unit Summary/Reflection
	Course Content: The Role of Oral Language in Fluency	1.E.4	Understand that both oral language and writing enhance fluency instruction.	Read course content (Module 3, Unit 1, Lesson 4). Use the Discussion Board to explain your understanding that both oral language and writing can be used to enhance fluency instruction.	Unit Summary/Reflection
	Course Content: Fluency Assessment	1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	Read course content (Module 3, Unit 1, Lesson 5). Use the Video Reflection Sheet to make connections about fluency assessment tools and fluency instruction.	Unit Summary/Reflection



## FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Vocabulary in Multiple Contexts	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.	Read course content (Module 3, Unit 2, Lesson 1). After watching the Professor Daniel Willingham video, use the Video Reflection Sheet to describe why content knowledge is essential to reading with comprehension and why teaching reading strategies alone is not enough for good comprehension.	Unit Summary/Reflection
		1.F.2	<b>Understand</b> morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Read course content (Module 3, Unit 2, Lesson 2). Complete Reflection Sheet to check for understanding of how morphology relates to vocabulary development.	Unit Summary/Reflection
	Course Content: Semantics	1.F.3	<b>Identify</b> principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	Read course content (Module 3, Unit 2, Lesson 3). Using the designated reflection format, describe the classroom strategies you use to promote deeper meaning of vocabulary words.	Unit Summary/Reflection
		1.F.4	<b>Understand</b> the domain specific vocabulary demands of academic language.	Read course content (Module 3, Unit 2, Lesson 4). Complete Reflection Sheet to check for understanding the demands academic language has on domain specific vocabulary.	Unit Summary/Reflection
	Course Content: Writing and Vocabulary	1.F.5	<b>Understand</b> that writing can be used to enhance vocabulary instruction.	Read course content (Module 3, Unit 2, Lesson 5). Answer the following question on the Discussion Board: How can writing be used to enhance vocabulary instruction?	Unit Summary/Reflection
		1.F.6	<b>Understand</b> the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	Read course content (Module 3, Unit 2, Lesson 6). Use the Double Entry Journal to reflect on your understanding about making instructional decisions through assessment results.	Unit Summary/Reflection

## FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Language Characteristics	1.G.1	Identify language characteristics related to social and academic language	Read course content (Module 4, Unit 1, Lesson 1). Use the Video Reflection Sheet to share your thoughts about academic language gleaned from the Dr. Robin Scarcella webcast.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Variability Among Languages	1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages.	Read course content (Module 4, Unit 1, Lesson 2). Use the Discussion Board to identify ways phonological, semantic, and syntactic features vary between English and other languages.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Interdependence	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.	Read course content (Module 4, Unit 1, Lesson 3). Use the Discussion Board to answer the following question: Which is more essential to reading, decoding the text or comprehending the message contained within the text? How are the processes different for native speakers of English and English language learners? Explain your answers.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Oral Language and Reading Development	1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	Read course content (Module 4, Unit 1, Lesson 4). Use Discussion Board to explain how oral language, writing, and an information intensive environment has an impact on reading development.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Self-Monitoring	1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	Read course content (Module 4, Unit 1, Lesson 5). Use the Double Entry Journal to convey your understanding of the importance of comprehension monitoring and self-correcting to increase reading proficiency.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Assessment	1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	Read course content (Module 4, Unit 1, Lesson 6). Use the Discussion Board to answer the following question: How do I know what reading instruction is appropriate for my students?	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)

## COMPETENCY 2: APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES

### FOUNDATIONAL READING SKILL: COMPREHENSION

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	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	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.).	Read Module Content. View at least one of the instruction-in-action videos. List the video you viewed on the Video Reflection Sheet and comment about use in the classroom including multisensory strategies you observed. Model a Think Aloud to scaffold development of higher order thinking, comprehension skills, monitoring and self-correcting. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies Participants will continue to develop their unit lesson plan throughout Competency 2. Using the appropriate grade level standards, the participant will design five _____ activities that incorporate intentional, explicit, systematic multisensory _____ strategies that are connected to the established learning goals and meet the needs of students with dyslexia and other reading challenges. The activities should be differentiated to address the needs of individual students performing at various levels according to the results of appropriate assessments.
	Module 2 Content: Enhancing Comprehension Through Oral and Written Experiences and Writing	2.A.2	Use both oral language and writing experiences to enhance comprehension.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding of how oral language and writing experiences enhance comprehension, include ways multi-sensory strategies may be	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board

	<p>to Learn Strategies</p> <p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text</p>	<p>2.A.3</p>	<p><b>Apply</b> appropriate instructional practices determined by the student's strengths and needs, text structure and the reading demands of domain specific text.</p>	<p>used to meet the needs of students with dyslexia and other reading challenges. Implement a lesson that uses both oral language and writing experience and include a multisensory strategy. Write a reflection of the experience. Use the Discussion Board to post your reflection.</p> <p>Read Module Content. Watch at least one of the instruction-in-action videos. List the video watched on the Video Reflection Sheet and comment on instructional practices determined by student need, text structure and the reading demands of domain specific text. Include multisensory strategies you observed. Model a multisensory strategy to increase comprehension for domain specific text. Select the strategy based on student's strengths and needs, text structure, and reading demands. Write a reflection of the experience. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
	<p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text Module 3 Content: Using Instructional Conversations</p>	<p>2.A.4</p>	<p><b>Provide</b> opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</p>	<p>Read Module Content. Watch instruction-in-action videos: Post a Discussion Board entry about the use of comprehension strategies (including extended text discussion) in the classroom. Implement a close reading lesson that includes text-dependent discussions. Write a reflection on how student comprehension, motivation and engagement was impacted. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board</p>
	<p>Module 2 Content: Matching the Reader to the Text</p>	<p>2.A.5</p>	<p><b>Select</b> narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p>	<p>Read Module Content. Use the Double Entry Journal to monitor reading and understanding. Include reflections about the access to text in your classroom and what changes might be needed. Select narrative or informational print or digital text that would be grade level appropriate to use during a comprehension lesson. Write a reflection how the selected text would support comprehension instruction. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board</p>

	<p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text</p>	<p>2.A.6</p>	<p><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>	<p>Read Module Content. Watch instruction-in-action videos. Use the Double Entry Journal to monitor reading and understanding. Include reflections about the various note-taking methods to synthesize information. Implement a lesson that has students synthesize information between texts to enhance comprehension. Write a reflection that compares the impact your lesson had on comprehension and your knowledge of comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board</p>
<p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text Module 3 Content: Differentiating for English Language Learners</p>	<p>2.A.7</p>	<p><b>Scaffold</b> discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.</p>	<p>Read Module Content. View the video on Scaffolding Discussion Skills with A Socratic Circle. On the Video Reflection Sheet, include your thoughts about how this strategy would be appropriate for students with varying English proficiency levels. Use the Socratic Circle during a text-based discussion to scaffold ELL students' comprehension. Write a reflection of the experience and its impact on the ELL students' comprehension. Add to the reflection other strategies to facilitate comprehension of text and higher order thinking skills for students with varying English proficiency levels. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board</p>	
<p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text</p>	<p>2.A.8</p>	<p><b>Model</b> a <u>variety</u> of strategic activities students can use to foster comprehension monitoring and self-correcting.</p>	<p>Read Module Content. Watch instruction-in-action videos. List the videos you viewed on the Video Reflection Sheet and comment about use in the classroom and how the strategies foster comprehension monitoring and self-correcting. In a small group, model two strategies from the reading and/or videos that can foster comprehension monitoring and self-correcting, include student(s) with dyslexia and other reading challenges. Write a reflection of your experience.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>	

	<p>Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text</p>	2.A.9	<p><b>Recognize, describe, and incorporate</b> appropriate comprehension assessments to <u>guide instruction</u>.</p>	<p>Post Reflection to the Discussion Board.</p> <p>Read Module Content. Using the Double Entry Journal, monitor the required reading. Include reflections to describe how the comprehension assessments may be used to guide instruction. During a lesson, use at least one formative comprehension assessment to guide instructional decisions, include student(s) with dyslexia and other reading challenges. Write a reflection of how the formative comprehension assessment(s) guided your decisions about instruction during and after the lesson. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board</p>
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### FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 4 Content	2.B.1	<p><b>Apply</b> intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).</p>	<p>Read Module Content. Use the Double Entry Journal to monitor reading and understanding. After reading the content, use one of the instructional practices to scaffold the development of oral/aural language skills with students in your classroom, include a multisensory strategy that would benefit students with dyslexia and other reading challenges. Write a reflection on student outcomes. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
Module 2 Content: Connecting the Reader and the Text Module 3 Content: Using Instructional Conversations		2.B.2	<p><b>Create</b> an environment where students practice appropriate social and academic language to discuss diverse texts.</p>	<p>Read Module Content Use the Double Entry Journal to monitor reading and understanding. After reading the content, create an opportunity for students to engage in small group work on a text-based activity. Monitor the activity and write a reflection on the language skills observed. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies</p>

Module 2 Content: Differentiation and Comprehension Instruction Module 3 Content: Differentiating for English Language Learners	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.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding. After reading the content, use one of the oral language strategies that supports including an ELL student's home language into the learning, include multisensory strategies when appropriate. Write a reflection on the student's engagement. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
Module 2 Content: Matching the Reader to the Text; Promoting Active Engagement and Self-Correction During Reading; Enhancing Comprehension Through Oral and Written Experiences	2.B.4	<b>Use</b> writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	Read module Content. Reading: The Language Experience Approach Use the Double Entry Journal to monitor reading and understanding. After reading the content, use an interactive writing strategy to engage students in an oral language development activity, include multisensory activities when appropriate. I.e. Think-Pair-Share or Think-Write-Pair-Share. Write a reflection to describe your experiences with the strategy. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
Module 4 Content	2.B.5	<b>Recognize, describe, and incorporate</b> appropriate oral language assessments to <u>guide</u> instruction.	Read Module Content Reading: Effective Oral Language Instruction Watch instruction in action videos On the Discussion Board, identify and describe two oral language assessments that may be used to guide instruction. During a lesson, use at least one formative oral language assessment to guide instructional decisions, if accessible, include students with dyslexia and other reading challenges. Write a reflection of how the oral language assessment(s) guided your decisions about instruction during and after the lesson. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies

### FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-	Module 3 Content: Building a Strong Foundation; What is PA;	2.C.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold	Read Module Content. View at least one video, list the video you viewed on the Video Reflection Sheet and comment	Lesson Plan: Creating, Revising, Delivering, and Reflecting

<p><b>Based Instruction</b></p>	<p>PA Instruction and Activities</p>		<p>development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes and phonemes).</p>	<p>about use in that classroom, include multisensory strategies you observed. With students, use one of the classroom instructional practices to scaffold phonological awareness development. Write a reflection of the impact on students' developing their phonological awareness skills. Post Reflection to the Discussion Board.</p>	<p>Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities</p>	<p>2.C.2</p>	<p><b>Provide</b> opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).</p>	<p>Read Module Content. View at least one video, list the video you viewed on the Video Reflection Sheet and comment about use in that classroom, include multisensory strategies you observed. Implement a lesson that uses oral language to engage students in developing phonological awareness skills, include multisensory connections. Write a reflection on student outcomes and your experience. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>	
<p>Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; More on Phonemes</p>	<p>2.C.3</p>	<p><b>Understand and apply</b> knowledge of how variations in phonology across languages affect English language learners' reading and writing development.</p>	<p>Read Module Content. View and list the video on the Video Reflection Sheet and comment about use in that classroom, reflect on how the activity might be used across languages for English language learners. Select a phonology activity to use with students, if accessible, include ELL student(s). Reflect on the connection to developing reading and writing skills. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>	
<p>Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; Assessing PA</p>	<p>2.C.4</p>	<p><b>Use</b> writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).</p>	<p>Read Module Content. View and list the video on the Video Reflection Sheet and comment about use in that classroom and other times the strategy may be used. Conduct a writing activity that includes phonological instruction. Write a reflection on how the activity was building the students' reading ability. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>	
<p>Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; Assessing PA</p>	<p>2.C.5</p>	<p><b>Recognize, describe, and incorporate</b> appropriate phonological awareness assessments to <u>guide instruction</u>.</p>	<p>Read Module Content. Watch instructional videos. Read portions of FLDOE's <i>Assessment and Instruction in Phonological Awareness</i> (<i>Assessment of Phonological Awareness</i> pgs. 7-11</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>	





	<p>Module 3 Content: Building a Strong Foundation; What is Phonics; Teaching the Alphabetic Principle and Phonics Instruction; Assessing Phonics; The Phonics/Spelling Connection</p>	<p>2.D.3</p>	<p>Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases and pocket charts).</p>	<p>Post Reflection to the Discussion Board. Read Module Content. View video on Sentence Strips On the Video Reflection Sheet, include ways you could use sentence strips during phonics instruction to support students' writing experiences. Conduct a phonics lesson that uses oral language and writing experience as the activity. Write a reflection on the impact of an oral language and writing activity to students' growth of phonics skill. Post to the Discussion Board.</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>
	<p>Module 3 Content: Building a Strong Foundation; What is Phonics; Teaching the Alphabetic Principle and Phonics Instruction; Assessing Phonics Module 3 Lesson 9 Assessing Phonics</p>	<p>2.D.4</p>	<p><b>Recognize, describe, and incorporate</b> appropriate phonics assessments to guide instruction.</p>	<p>Read Module Content. View one of the instructional videos: Use the Double Entry Journal to monitor reading and understanding. Reflect about the use of appropriate Phonics assessments to guide instruction. Conduct a phonics assessment on your students to identify which students need additional instruction in which phonics skills. Write a reflection on the outcome. Post to the Discussion Board.</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies</p>
<b>FOUNDATIONAL READING SKILL: FLUENCY</b>					
<p><b>Course Number and Name</b> 1-013-019 <b>Applications of Research-Based Instruction</b></p>	<p><b>Required Course Reading</b> Module 4 Content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency</p>	<p><b>Indicator Code</b> 2.E.1</p>	<p><b>Specific Indicator</b> 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><b>Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment</b> Read Module Content. Watch at least one instruction-in-action videos and list on the Video Reflection Sheet and comment about scaffolding fluency in classroom practice, include multisensory strategies you observed. Implement a lesson that builds students' reading fluency (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). Write a reflection on the outcome. Post to the Discussion Board.</p>	<p><b>Summative Assessment</b> Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 4 Content: Building a Strong Oral Vocabulary, Fluency,</p>		<p>2.E.2</p>	<p>Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts,</p>	<p>Read Module Content. Read an article, <i>Using Songs to Improve Fluency</i> Use the Double Entry Journal to reflect on the</p>	<p>Lesson Plan and Delivery Graphic Organizer Reflection of video about</p>

Assessing Fluency; Integration of Research-Based Practices	song lyrics).	use of language and writing experiences to enhance fluency, include multisensory strategy connections. Conduct a lesson that uses oral language and writing experiences to build students' fluency skills. Write a reflection on the experience. Use the Discussion Board to post your reflection.	instructional strategies
Module 4 Content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency; Integration of Research-Based Practices	2.E.3 <b>Recognize, describe and incorporate</b> appropriate fluency assessments to guide instruction.	Read Module Content. Read the Florida Center for Reading Research publication <i>Reading Fluency Assessment and Instruction: What, Why, and How</i> Use the Double Entry Journal to reflect about the use of fluency assessments to guide instruction, include multisensory strategy connections. Conduct a fluency assessment to identify fluency rate for a group of students and use to select a reading text. Write a reflection on the outcome. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies

### FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 4 Content: Vocabulary; Assessing Vocabulary	2.F.1	<b>Apply</b> intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	Read Module Content. View at least one of the following instruction-in-action LEaRN videos: List the video you viewed on the Video Reflection Sheet and comment about instructional practices to scaffold vocabulary and concept development in the classroom, include multisensory strategies (and other strategies for students with reading challenges) you observed. With a small group, use one of the classroom instructional practices for scaffolding vocabulary and concept development. Write a reflection on the outcome. Use the Discussion Board to post your reflection	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Module 4 Content: Vocabulary; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.2	<b>Provide</b> for continual integration, repetition and meaningful use of domain specific vocabulary to address the demands of academic language.	Read Module Content. View at least one of the following instruction-in-action LEaRN videos: • Word Walls (Math) DVD6 S52 • Teaching Vocabulary DVD6 SC1	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies	

<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices</p>	<p>2.F.3</p>	<p><b>Incorporate</b> vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p>	<ul style="list-style-type: none"> <li>Teaching Vocabulary from Content Areas DVD6 SC2</li> <li>Word Walls DVD6 SC3</li> </ul> <p>List the video you viewed on the Video Reflection Sheet and comment about the instructional practices observed.</p> <p>Use the Double Entry Journal to describe how you integrate and repeat use of vocabulary in your classroom practice. List the different opportunities students engage in domain specific vocabulary.</p>	<p>Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies</p>
<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices</p>	<p>2.F.4</p>	<p><b>Provide an environment</b> that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Read Module Content View the following video: • Daily Vocabulary Review: Connecting Words to Self DVD6 SS9</p> <p>Reflect on the Discussion Board how the activity above could be used to encourage reading of all kinds. What motivational techniques did the instructor use?</p> <p>On the Discussion Board describe how you support vocabulary through a text rich environment. Include how you use the environment with students.</p>	<p>Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies</p>
<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with</p>	<p>2.F.5*</p>	<p><b>Incorporate</b> instructional practices that develop authentic uses of English to assist English</p>	<p>Read Module Content Read the article "Creating Authentic Learning Experiences in the Literacy Classroom."</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting</p>

<p>Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices; Language Differences &amp; Instructional Needs; Differentiating Instruction for ELL; Keeping an “Eye” on Idioms</p>		<p>language learners in learning academic vocabulary and content.</p>	<p>Use the Double Entry Journal to reflect about authentic literacy learning opportunities. Include strategies for the instruction of ELL students and students diagnosed with dyslexia and other reading challenges. Design an authentic learning experience that will assist ELL students learning academic vocabulary and content.</p>	<p>Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices</p>	<p>2.F.6</p>	<p>Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).</p>	<p>Read Module Content View at least one instruction-in-action video, list on the Video Reflection Sheet and comment about using oral/aural language and writing experiences to enhance vocabulary, include multisensory strategies (and other strategies for students with reading challenges) you observed. Deliver a vocabulary lesson or activity that uses oral language and a writing experience. Write a reflection on the outcome. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices</p>	<p>2.F.7</p>	<p>Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).</p>	<p>Read Module Content Use the Double Entry Journal to reflect during and after reading module content; make entries to explain the methods of vocabulary instruction you practice in your classroom. Describe what changes you plan to make, paying attention to multisensory strategies and support for students with dyslexia and other reading challenges. Choose a method of vocabulary instruction and integrate into a planned lesson. Write a reflection on the outcome. Use the Discussion Board to post your reflection.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices</p>	<p>2.F.8</p>	<p>Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.</p>	<p>Read Module Content; Reading: Authentic Assessment of Vocabulary Mastery Use the Double Entry Journal to monitor reading and understanding about vocabulary assessment. Develop and conduct a vocabulary assessment for targeted words. Write a reflection on your experience. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies</p>

## FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.1	Apply comprehensive instructional practices, including writing experiences that integrates the reading components.	Read Module Content Use the Double Entry Journal to monitor reading and understanding of how to use comprehensive instructional practices, including writing experiences that integrates the reading components. Implement a lesson that integrates the reading components and include a writing experience. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	Read Module Content Look over the following content. Spend more time on the strategies that you think are appropriate for your classroom practice. Make notes in your Double Entry Journal about what you would like to remember for your practice and why it is important for students to develop metacognitive skills in reading.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Read Module Content Additional Reading Reflect on the Discussion Board how you have created an information intensive environment in your classroom. Include examples of the resources and research-based practices you use. How has this practice enhanced literacy learning for your students?	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring	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).	Read Module Content Post on the Discussion Board the process you use for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency. List the type of text your students have access to in your classroom.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

<p>Reading Success; Integration of Research- Based Instructional Practices</p>	<p>Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research- Based Instructional Practices</p>	<p>2.G.5</p>	<p><b>Demonstrate</b> understanding of similarities and differences between home language and second language reading development.</p>	<p>Read Module Content Readings: The Home Language: An English Language Learner's Most Valuable Resource Fostering Literacy Development in ELLs Post an answer to the following questions on the Discussion Board: What are the similarities and differences between home language and second language reading development? With this understanding, how will your classroom practice change?</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>
<p>Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success</p>	<p>2.G.6</p>	<p><b>Triangulate</b> data from appropriate reading assessments to guide instruction</p>	<p>Read Module Content Readings: Triangulation in Assessment: What is "Triangulation" in the Assessment Context? Use the Double Entry Journal to monitor reading and understanding of how to triangulate data from reading assessments to guide instruction. Select several ELL or students with reading challenges to triangulate assessment data from appropriate reading assessments. Identify the students' strengths and difficulties. Write a reflection on your experience. Post Reflection to the Discussion Board.</p>	<p>Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies</p>	

## 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	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-in Formative Assessment	Summative Assessment
1-013-020 Foundations of Assessment for Teachers and Principals	Module 1 Content: Concepts and Foundations of Assessments  Module 2 Content: Reading Assessments within a Problem-Solving Process  ▪ Progress Monitoring Assessments	3.1	Understand and apply measurement concepts and characteristics of reading assessments.	Read Module Content.  Use the Double Entry Journal to monitor reading and understanding of measurement concepts and characteristics of reading assessments.  Select several of the reading assessments used at your school, and describe their measurement concepts and characteristics, and how you might use any in your classroom. Write a reflection on your findings.  Use the Discussion Board to post your reflection.	<b>Action Research Final Project: Data-Based Decisions within a Problem-Solving Process</b>  Module 1: Application of assessments and data to inform reading instruction
	Module 1 Content: Concepts and Foundations of Assessments  ▪ Types of Assessments  Module 3: Assessments, Data Analysis, and Applications  ▪ Progress Monitoring Assessments	3.2	Understand the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	Read Module Content.  Use the Double Entry Journal to describe the purposes of various informal assessments and matching readers to text.  On the Discussion Board, explain how you have used informal reading assessments in your classroom, include type of assessments.	Module 1: Application of assessments and data to inform reading instruction
	Module 1 Content: Concepts and Foundations of Assessments  ▪ Types of Assessments • Interpreting Data: Frames of Reference	3.3	Understand the purpose of various <u>formal assessments</u> including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Read Module Content.  Use the Double Entry Journal to compare the differences between criterion-referenced and norm-referenced assessments.  On the Discussion Board explain how to interpret data reports.	Module 1: Application of assessments and data to inform reading instruction



	<p>Module 1 Content: Concepts and Foundations of Assessments</p> <ul style="list-style-type: none"> <li>▪ Measurement Concepts</li> <li>▪ Interpreting Data: Frames of Reference; Derived Scores</li> </ul>	3.4	<p><b>Understand</b> the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized tests.</p>	<p>Read Module Content.</p> <p>Use the Double Entry Journal to monitor reading and understanding of module content, include the meaning of test reliability, validity and standard error of measurement. On the Discussion Board, describe major types of derived scores from standardized tests.</p>	<p>Module 1: Application of assessments and data to inform reading instruction</p>
	<p>Module 2 Content: Reading Assessment within a Problem-Solving Process</p> <ul style="list-style-type: none"> <li>▪ Assessment Framework in Reading</li> </ul> <p>Module 3 Content: Assessments; Data Analysis; Applications</p> <ul style="list-style-type: none"> <li>▪ Screening Assessments</li> <li>▪ Progress Monitoring Assessments</li> <li>▪ Diagnostic Assessments</li> <li>▪ Outcome Measures</li> </ul>	3.5	<p><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).</p>	<p>Read Module Content.</p> <p>Use the Discussion Board to post the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments. Include screening, progress monitoring, diagnosis and outcome measures.</p>	<p>Module 2 Application of using reading assessments within a problem-solving model</p> <p>Module 3 Application of a Progress Monitoring Plan</p>
	<p>Module 3 Content: Assessments; Data Analysis; Applications</p> <ul style="list-style-type: none"> <li>▪ Screening Assessments: Interpretation</li> <li>▪ Progress Monitoring: Interpretation</li> </ul>	3.6	<p><b>Analyze</b> data to identify trends that indicate adequate progress in student reading development.</p>	<p>Read Module Content.</p> <p>Use the Double Entry Journal to monitor reading and understanding data trends that indicate progress. Analyze the progress monitoring results of several students, identify the trends and determine if adequate reading progress is being made.</p> <p>Write a reflection on your findings.</p> <p>Use the Discussion Board to post your reflection.</p>	<p>Module 1: Application of assessments and data to inform reading instruction</p>
	<p>Module 2 Content: Reading Assessment within a Problem-Solving Process</p> <ul style="list-style-type: none"> <li>▪ Models for Data-Based Decision Making</li> </ul>	3.7	<p><b>Understand</b> how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students (e.g.,</p>	<p>Read Module Content.</p> <p>On the Discussion Board, explain how you would use classroom data to differentiate instruction, intensify intervention, and meet the needs of all your students. What considerations would you need to account for? (e.g., grouping practices,</p>	<p>Module 3 Application of a Progress Monitoring Plan</p>

<ul style="list-style-type: none"> <li>▪ Problem-Solving Process</li> </ul> <p>Module 3 Content: Assessments; Data Analysis; Applications</p> <ul style="list-style-type: none"> <li>▪ Screening Assessments</li> <li>▪ Progress Monitoring Assessments</li> </ul>	<p>grouping practices, appropriate curriculum materials).</p>	<p>appropriate curriculum materials).</p>	
<p>3.8</p> <p>Module 1 Content: Concepts and Foundations of Assessment</p> <ul style="list-style-type: none"> <li>▪ Types of Assessments—Portfolios</li> </ul> <p>Module 4 Content: Special Considerations</p> <ul style="list-style-type: none"> <li>▪ Strategies for Monitoring Reading Progress</li> </ul>	<p><b>Identify</b> appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p>	<p>Read Module Content. On the Discussion Board, explain the criteria for selecting materials to include in portfolios for monitoring student progress over time.</p>	<ul style="list-style-type: none"> <li>▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners.</li> <li>▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process</li> </ul>
<p>3.9</p> <p>Module 4 Content: Special Considerations</p> <ul style="list-style-type: none"> <li>▪ English Language Learners: Assessing ELL Students</li> </ul>	<p><b>Identify</b> interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p>	<p>Read Module Content. On the Discussion Board, identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p>	<ul style="list-style-type: none"> <li>▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners.</li> <li>▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process</li> </ul>
<p>3.10</p> <p>Module 1 Content: Concepts and Foundations of Assessment</p> <ul style="list-style-type: none"> <li>• Types of Assessments</li> </ul>	<p><b>Identify</b> appropriate assessments and accommodations for monitoring reading progress of all students.</p>	<p>Read Module Content. On the Discussion Board, identify appropriate assessments and accommodations for monitoring the reading progress of all students.</p>	<ul style="list-style-type: none"> <li>▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and</li> </ul>

	<p>Module 4 Content: Special Considerations</p> <ul style="list-style-type: none"> <li>• Strategies for Monitoring Reading Progress</li> </ul>				<p>English Language Learners.</p> <ul style="list-style-type: none"> <li>▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process</li> </ul>
	<p>Module 4 Content: Special Considerations</p> <ul style="list-style-type: none"> <li>• Strategies for Monitoring Reading Progress</li> </ul>	<p>3.11</p>	<p><b>Identify and implement</b> appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.</p>	<p>Read Module Content. Identify a student with a disability in the area of reading and has an IEP or 504 Plan, identify the allowable accommodations. Select and administer a reading assessment with the student using the allowable accommodations. Write a reflection on your findings and the experience. Use the Discussion Board to post your reflection.</p>	<p>Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners.</p> <ul style="list-style-type: none"> <li>▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process</li> </ul>

## COMPETENCY 4: FOUNDATIONS & APPLICATION 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	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-021 Foundations and Application of Differentiated Instruction	Module 2 Content: Differentiating Using Multiple Lenses	4.1*	<b>Understand and apply</b> knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	Read Module Content. Consider the variables, select article, and post Discussion Board entry. Discuss how the article addresses differentiation, supporting research and how cultural variables affect students. Include reflections on how a multisensory approach plays a role in today's differentiated classroom. Based on the readings, model a multisensory strategy to differentiate instruction for all students. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 1 Content: Fundamentals of Reading Development • Stages of English Language Acquisition (select article on BICS & CALP)	4.2	<b>Understand</b> the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	Read Module Content. On the Discussion Board, develop a plan to improve one or more areas of reading for one student based on his or her level of BICS & CALP (scenario-based). Explain how you would differentiate instruction for a student diagnosed with dyslexia or other reading challenges.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 2 Content: Differentiation Using Multiple Lenses • Learners with Diverse Backgrounds	4.3*	<b>Understand and apply</b> current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	Read Module Content. Read the article Identify several multisensory reading strategies that could be used to differentiate instruction for ELL students of diverse backgrounds and various levels of prior education. Select one of the strategies to model with a small group of students that include ELL students or, if needed, students with dyslexia or other reading challenges. Write a reflection of the impact the strategy had on the students. Use the Discussion Board to post your reflection.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 1 Content: Fundamentals of Reading Development	4.4	<b>Identify</b> factors impeding student reading development in each of the reading components	Read Module Content. Read the article "Cognitive Factors That Affect Reading Comprehension." Use the Discussion Board to post your reflection.	Formulate a plan for differentiated instruction for a chosen grade level

<ul style="list-style-type: none"> <li>Reading article: Factors Impeding Reading Development</li> </ul>		<p>or the integration of these components.</p>	<p>Use the Double Entry Journal to monitor reading and identify the factors that affect student reading development.</p>	<p>based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.</p>
<p>Module 1 Content: Fundamentals of Reading Development</p> <ul style="list-style-type: none"> <li>Language and Cognitive Development</li> </ul>	<p>4.5</p>	<p><b>Recognize</b> how characteristics of both language and cognitive development impact reading proficiency.</p>	<p>Read Module Content. Use the Discussion Board to answer the question: How do the characteristics of both language and cognitive development impact reading proficiency?</p>	<p>Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.</p>
<p>Module 1 Content: Fundamentals of Reading Development</p> <ul style="list-style-type: none"> <li>Characteristics of Proficient Readers</li> </ul>	<p>4.6</p>	<p><b>Recognize</b> the characteristics of proficient readers to more effectively differentiate instruction.</p>	<p>Read Module Content. Use the Discussion Board to answer the following questions: Which of the characteristics of proficient readers is least mastered in your classroom as a whole? Which characteristic is mastered least by struggling readers? How will this knowledge change the way you differentiate instruction with your students?</p>	<p>Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.</p>
<p>Module 1 Content: Fundamentals of Reading Development</p> <ul style="list-style-type: none"> <li>Reading Acquisition across Grade Levels</li> </ul>	<p>4.7</p>	<p><b>Compare</b> language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p>	<p>Read Module Content Use the Double Entry Journal to discuss reading acquisition across grade levels. View Dr. Louisa Moats short commentary, "Teaching Teachers to Teach." Use the Video Reflection Sheet to support how you agree or disagree with Dr. Moats.</p>	<p>Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.</p>
<p>Module 2 Content: Differentiation Using Multiple Lenses</p>	<p>4.8</p>	<p><b>Select and use</b> developmentally appropriate materials that address sociocultural and linguistic differences.</p>	<p>Read Module Content Culture in the Classroom: <a href="https://www.tolerance.org/professional-development/culture-in-the-classroom">https://www.tolerance.org/professional-development/culture-in-the-classroom</a></p>	<p>Research based lesson plan for selected reading component that differentiates and</p>

<ul style="list-style-type: none"> <li>• Learners with Diverse Backgrounds</li> </ul>			<p>View teacher Foster Dickson talk about text selection and the importance of a diverse selection of authors.</p> <p>Use the Video Reflection Sheet to answer: How do you think reading authors from different backgrounds will impact students? Use a multisensory reading strategy that would be appropriate to differentiate instruction for students with sociocultural and linguistic differences.</p> <p>Write a reflection of the experience.</p> <p>Use the Discussion Board to post your reflection.</p>	<p>scaffolds instruction for ELL at various levels of first language literacy.</p>
<p>Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies</p>	<p>4.9</p>	<p>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>Read Module Content</p> <p>Develop a plan for using instruction to use increasingly complex print and digital text, assessment, scaffolding, re-teaching and multisensory strategies for students with dyslexia and other reading challenges. Include specific examples in the plan. Write a reflection on which area you need to research more and which you feel most knowledgeable from developing the plan.</p> <p>Use the Discussion Board to post your reflection.</p>	<p>Continue refining research-based lesson plan developed in Module 2 which will include using complex print and digital text, assessment, scaffolding, and re-teaching.</p>
<p>Module 2 Content: Differentiation Using Multiple Lenses</p> <ul style="list-style-type: none"> <li>• First Language Literacy</li> </ul>	<p>4.10</p>	<p>Differentiate reading instruction for English language learners with various levels of first language literacy.</p>	<p>Read Module Content</p> <p>Reading: Culture in the Classroom: Video: Bridging Language Gaps</p> <p>On the Video Reflection Sheet, include your thoughts on the teacher's strategies. Select a strategy from the video and use with a small group of students.</p> <p>Write a reflection of the experience.</p> <p>Use the Discussion Board to post your reflection.</p>	<p>Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.</p>
<p>Module 4 Content: Differentiation Using Multiple Lenses</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> </ul>	<p>4.11</p>	<p>Scaffold instruction for students having difficulty in each of the components of reading.</p>	<p>Read Module Content</p> <p>Use the Double Entry Journal to monitor reading and list strategies to scaffold instruction in the different reading components.</p> <p>Identify one student struggling with reading for each of the reading components. With the student, use a multisensory strategy that is appropriate for scaffolding the identified reading component.</p> <p>Write a reflection of the experience.</p>	<p>Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.</p>

<p>Module 4 Content: Deliver and Model Differentiated Instruction Based on Appropriate Data</p>	<p>4.12</p>	<p><b>Implement</b> a classroom level plan for monitoring student reading progress and differentiating instruction.</p>	<p>Use the Discussion Board to post your reflection. Read Module Content Post on Discussion Board: Develop a plan and implement in the classroom that includes:  <ul style="list-style-type: none"> <li>• How reading progress is monitored.</li> <li>• How instruction is differentiated.</li> <li>• How multisensory strategies are used.</li> <li>• How students with dyslexia and reading difficulties are supported.</li> </ul> </p>	<p>Reflection on lesson development, overview, and results. *will receive feedback on the lesson development and revise accordingly throughout the course.</p>
<p>Module 4 Content: Deliver and Model Differentiated Instruction Based on Appropriate Data</p>	<p>4.13</p>	<p><b>Monitor</b> student progress and use data to differentiate instruction for all students.</p>	<p>Read Module Content Select a small group of students to monitor reading progress over a set time period. Use the data to identify appropriate multisensory strategies for students with special reading challenges. Write a reflection on the outcome. Use the Discussion Board to post your reflection.</p>	<p>Reflection on lesson development, overview, and results. *will receive feedback on the lesson development and revise accordingly throughout the course.</p>
<p>Module 2 Content: Differentiation Using Multiple Lenses  <ul style="list-style-type: none"> <li>• Reading Components</li> </ul> </p>	<p>4.14</p>	<p><b>Implement</b> research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.</p>	<p>Read Module Content Implement a lesson or strategy in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. Write a reflection of the outcome for each one. Use the Discussion Board to post your reflection.</p>	<p>Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.</p>
<p>Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies  <ul style="list-style-type: none"> <li>• Higher Order Thinking</li> </ul> </p>	<p>4.15</p>	<p><b>Implement</b> research-based instructional practices for developing students' higher order thinking.</p>	<p>Read Module Content Implement a lesson or strategy using instructional practices for developing students' higher order thinking. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.</p>	<p>Continue refining research-based lesson plan developed in module 2 which includes instructional practices for developing students' higher order thinking.</p>
<p>Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies  <ul style="list-style-type: none"> <li>• Reading Critically</li> </ul> </p>	<p>4.16</p>	<p><b>Implement</b> research-based instructional practices for developing students' ability to read critically.</p>	<p>Read Module Content Implement a lesson or strategy using instructional practices for developing students' ability to read critically. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.</p>	<p>Continue refining research-based lesson plan developed in module 2 which includes instructional practices for developing students' ability to read critically.</p>
<p>Module 3 Content: Planning and Implementing Multi-</p>	<p>4.17</p>	<p><b>Implement</b> research-based instructional practices using writing to develop students'</p>	<p>Read Module Content Implement a lesson or strategy using instructional practices that uses writing to develop students'</p>	<p>Continue refining research-based lesson plan developed in module 2 which includes</p>

<p>Media Lessons with Research-Based Instructional Strategies</p> <ul style="list-style-type: none"> <li>• Writing for Comprehension</li> </ul>		<p>comprehension of text.</p>	<p>comprehension of text. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.</p>	<p>instructional practices for developing students' comprehension of text.</p>
<p>Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies</p> <ul style="list-style-type: none"> <li>• Students with Disabilities</li> </ul>	<p>4.18</p>	<p><b>Implement</b> appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities.</p>	<p>Read Module Content Implement a lesson that uses appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities. Write a reflection of the outcome. Use the Discussion Board to post your reflection.</p>	<p>Continue refining research-based lesson plan developed in module 2 which includes instructional practices for differentiating instruction for students with disabilities.</p>
<p>Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies</p> <ul style="list-style-type: none"> <li>▪ Students with Disabilities</li> </ul>	<p>4.19</p>	<p><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.</p>	<p>Read Module Content. Post on Discussion Board how you would 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>Continue refining research-based lesson plan developed in module 2 which includes appropriate assessment and instruction for students with significant cognitive disabilities. Give consideration for appropriate levels of access to general education instruction.</p>



## 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	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment
1-013-022 <b>Demonstration of Accomplished Practices in Reading</b>	Reading <ul style="list-style-type: none"> <li>▪ Linking Classroom Assessment and Classroom Instruction</li> </ul>	5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Read (5.1) Assessment and Data Analysis: Linking Classroom Assessment and Classroom Instruction. Develop a Progress Monitoring Plan to use with three students. Identified the students using a reading assessment and analyze for areas of need. Use ongoing progress-monitoring (providing intervention, assessing, analyzing data) based on student outcomes. Include multisensory strategies for students with dyslexia.
	Reading <ul style="list-style-type: none"> <li>▪ Comprehension: Making Meaning from Print</li> </ul>	5.2	<b>Demonstrate</b> research-based instructional practices for facilitating reading <b>comprehension</b> .	Read (5.2) Making Meaning from Print. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices in <b>Comprehension</b> ; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment
	Reading <ul style="list-style-type: none"> <li>▪ The Role of Language in Comprehension</li> <li>▪ Gestalt Imagery: A Critical Factor in Language Comprehension</li> </ul>	5.3	<b>Demonstrate</b> research-based instructional practices for developing <b>oral/aural language</b> development.	Read (5.3) Oral/Aural Language Development. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing <b>Oral/Aural Language Development</b> ; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment
				<p>Participants will submit a Portfolio including the following (rubric will be provided):</p> <ul style="list-style-type: none"> <li>Select one student from Progress Monitoring Plan to write a Case Study with progress monitoring tools: intervention/strategies, assessments, procedures of evaluation, data summary, and results.</li> </ul> <p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> <li>Watch video of <b>Comprehension</b> lesson.</li> <li>Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension.</li> <li>Include time code of best practice demonstrated.</li> </ul> <p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> <li>Watch video of <b>Oral/Aural Language Development</b> lesson.</li> <li>Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension.</li> <li>Include time code of best</li> </ul>

<p>Reading</p> <ul style="list-style-type: none"> <li>▪ Evidence-Based Practices for Teaching Phonological and Phonemic Awareness</li> </ul>	<p>5.4</p>	<p><b>Demonstrate</b> research-based instructional practices for developing students' <b>phonological awareness</b>.</p>	<p>Read (5.4) Phonological Awareness. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing students' <b>Phonological Awareness</b>; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>practice demonstrated. Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Phonological Awareness</b> lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>▪ What Research Tells Us About Reading Instruction</li> </ul>	<p>5.5</p>	<p><b>Demonstrate</b> research-based instructional practices for developing <b>phonics</b> skills and word recognition.</p>	<p>Read (5.5) What We Know About the Importance of Phonics. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing <b>Phonics Skills and Word Recognition</b>; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Phonics Skills and Word Recognition</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>▪ Fluency: The Bridge from Decoding to Reading Comprehension</li> </ul>	<p>5.6</p>	<p><b>Demonstrate</b> research-based instructional practices for developing reading <b>fluency</b> and reading endurance.</p>	<p>Read (5.6) Developing Fluent Readers. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing <b>Reading Fluency and Endurance</b>; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Reading Fluency and Endurance</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>

<p>Reading</p> <ul style="list-style-type: none"> <li>■ Essential Strategies for Teaching Vocabulary</li> <li>■ Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K–5</li> </ul>	<p>5.7</p>	<p><b>Demonstrate</b> research-based instructional practices for developing both academic and domain specific <b>vocabulary</b>.</p>	<p>Read (5.7) Word Work! Developing Vocabulary Across the Grades. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing <b>Academic and Domain Specific Vocabulary</b>; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Academic and Domain Specific Vocabulary</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <p>Teaching Early Readers to Self-Monitor and Self-Correct</p>	<p>5.8</p>	<p><b>Demonstrate</b> research-based instructional practices to facilitate students' monitoring and self-correcting in reading.</p>	<p>Read (5.8) Self-Monitoring. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices to facilitate students' <b>Monitoring and Self Correcting</b> in reading; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Monitoring and Self Correcting</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>■ Teaching Strategies that Enhance Higher-Order Thinking</li> <li>■ Higher Order Thinking Skills</li> </ul>	<p>5.9</p>	<p><b>Demonstrate</b> research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.</p>	<p>Read (5.9) How to Increase Higher Order Thinking. Design and deliver a lesson for individual, small group or whole classroom, using research-based comprehension instructional practices for developing students' <b>Higher Order Thinking</b> to enhance comprehension; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Higher Order Thinking</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>

<p>Reading</p> <ul style="list-style-type: none"> <li>A Close Look at Close Reading</li> </ul>	<p>5.10</p>	<p><b>Demonstrate</b> research-based instructional practices for developing students' ability to read critically.</p>	<p>Read (5.10) Reading Critically. Design and deliver a lesson for individual, small group or whole classroom, using research-based comprehension instructional practices for developing students' ability to <b>Read Critically</b> to enhance comprehension; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Read Critically</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>Differentiated Instruction and Implications for UDL Implementation</li> </ul>	<p>5.11</p>	<p><b>Demonstrate</b> differentiation of instruction for all students utilizing increasingly complex print and digital text.</p>	<p>Read (5.11) Differentiating Instruction. Design and deliver a lesson for individual, small group or whole classroom, using <b>Differentiation of Instruction</b> for all students utilizing increasingly complex print and digital text; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Differentiation of Instruction</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>Working with English Language Learners</li> </ul>	<p>5.12*</p>	<p><b>Demonstrate</b> skill in assessment and instruction with <b>English language learners</b> from diverse backgrounds and at varying English proficiency levels.</p>	<p>Read (5.11) Working with English Language Learners. Design a reading lesson plan which includes assessment and instruction with <b>English language learners</b> from diverse backgrounds and at varying English proficiency levels.</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> <li>Write a summary paper on assessing and instructing <b>English language learners</b> from diverse backgrounds and at varying English proficiency levels in reading.</li> </ul>
<p>Reading</p> <ul style="list-style-type: none"> <li>Print Rich Environment</li> <li>Read Digital Text in the Classroom from</li> </ul>	<p>5.13</p>	<p><b>Create</b> an information intensive environment that includes print and digital text.</p>	<p>Read (5.13) Information Intensive Environment. Complete a checklist to assess classroom information intensive environment and its inclusion of print and digital text. Write a reflection on how well the classroom</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Conduct a walkthrough</p>

	<p>CAS: Teaching Every Student</p>		<p>meets expectations. How will areas below expectations be brought up to standards? Use the Discussion Board to post your reflection.</p>	<p>with a school leader and use the checklist to reassess the information intensive environment that includes print and digital text.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>▪ Boost Your Students' Reading Motivation</li> <li>▪ Instructional</li> <li>▪ 20 Book Activities to Try with Grades 3-5</li> <li>▪ Strategies Motivate and Engage Students in Deeper Learning (Secondary)</li> </ul>	<p>5.14</p>	<p>Use a variety of instructional practices to motivate and engage students in reading.</p>	<p>Read (5.14) Using a Variety of Instructional Practices to Motivate and Engage Students in Reading. Design and deliver a lesson for individual, small group or whole classroom, using a variety of instructional practices to <b>motivate and engage</b> students in reading. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Motivate and Engage</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>▪ Writing for Comprehension</li> <li>▪ Writing to read: Evidence for How Writing Can Improve Reading</li> </ul>	<p>5.15</p>	<p><b>Demonstrate</b> intentional, explicit, systematic <b>writing</b> instruction as it relates to the ability to read written language.</p>	<p>Read (5.15) Writing. Design and deliver a lesson for individual, small group or whole classroom, that includes intentional, explicit, systematic <b>writing instruction</b> as it relates to the ability to read written language. *Video record lesson for Summative Assessment</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of <b>Writing Instruction</b>; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.</p>

