

1. PROGRAM TITLE

Add-on Certification Program: Reading Endorsement

2. PROGRAM RATIONALE AND PURPOSE

Mastery of reading skills is basic to successful learning in every school subject. There are teachers in Miami-Dade County Public Schools (M-DCPS) who either desire further training in reading at the elementary or secondary level or desire to further their professional development by adding endorsement in reading to their portfolio. Additionally, an endorsement program in Reading will facilitate teachers acquisition of the skills and competencies needed to identify reading problems, provide the required interventions, and assist with the improvement of all students' reading skills. An Add-on Certification Program for Reading Endorsement will provide the incentive as well as the opportunity for teachers to attain the competencies and the appropriate certification needed to effectively teach reading.

3. PROGRAM CONTENT AND CURRICULUM

The content of the program is based upon the specialization requirements for endorsement in Reading as stated in 6A-4.0292, FAC. The program curriculum includes coursework and associated experiences in the foundations of reading instruction, the diagnosis of reading disabilities, techniques of corrective or remedial reading, and the differentiation and individualization of reading instruction.

The competencies to be addressed in each course are stated as general and specific objectives in the components that are included in the Add-on Certification Program for Reading Endorsement. Each component has been developed in accordance with the requirements for Master Plan for Inservice Education components and has been included in the Master Plan for Inservice Education. Participants must demonstrate increased competency on 80% of the course objectives to receive credit for the component.

Professional Education Competencies

The professional education competencies that are specific to reading are addressed in the specialized courses that the M-DCPS Add-on Certification for Reading Endorsement requires. To be eligible to participate, a teacher must hold a certification in an academic class area. A teacher with a certificate in an academic area would have met the professional education competencies required for certification in the specific coverage and no additional work would be needed.

The inservice courses will model the instructional strategies to be used to teach

reading in the K-12 program and include a variety of teaching modes, materials, media, and technologies appropriate to the subject area of the individual teachers participating. In addition, the inservice courses will incorporate scientifically-based reading research on the teaching of reading and school improvement initiatives as related to teaching reading in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers and parents.

Since the M-DCPS Add-on Certification Program is intended to bridge the content gap between the participant's current classification of certification and the desired certification, all participants will hold a valid Florida Educator's Certificate and, therefore, have fulfilled the requirements for general and professional preparation as specified in 6A-4.006 (1) and (2). The subject specific competencies which include knowledge of curriculum and instruction are addressed in the methods of teaching in the subject area course required in 6A-4.006(2)c.[2].

National Recognized Guidelines

This application for Add-on Certification incorporates the Standards for Reading Professionals of the International Reading Association, the National Council of Teachers of English Curriculum Guidelines and recommendations of the National Assessment of Educational Progress which are, in many cases, consistent with current issues, strategies, and research for teaching reading in a K-12 program.

4. INSTRUCTIONAL DESIGN AND DELIVERY

Instructional Strands

The instructional strands are reflected in the inservice training components required for the M-DCPS Add-on Certification Program for Reading Endorsement. The instructional strands for endorsement in reading are foundations in reading instruction, diagnosis of reading disabilities, and techniques of corrective or remedial reading. Each inservice training component emphasizes one of these major topics and serves as the organizational basis to insure that the identified competencies have been addressed. The major topics to be covered in each component are identified in the specific objectives of the component. Participants must demonstrate increased competency on 80% of the course objectives in order to receive credit for the course.

The required components for endorsement in Reading are:

Component #	MPP	Component Title
2-013-323	60	Foundations of Research-based Practices in Reading
2-013-324	60	Foundations in Language and Cognition

2-013-325	60	Foundations of Assessment in Reading
2-013-326	60	Foundations and Application of Differentiated Instruction in Reading
2-013-327	60	Demonstration of Accomplishment in Reading (Practicum)

Training Components

The inservice training components included in the M-DCPS Add-on Certification Program have been developed as specified in the Procedural Manual for Master Inservice Plan and Developing the Master Inservice Plan or 2002-2003 Update. The inservice training components included in the M-DCPS Add-on Certification Program for Reading Endorsement are included herein.

Instructional Delivery

The coursework will include classroom and field experiences. With the exception of the demonstration of accomplishment component, approximately 90% of the course time will be spent on content through direct instructor-participant contact hours. Detailed courses of study for each course include content as well as methodological strategies. Master Plan Points have been assigned to each course in accordance with the practices followed by the Miami-Dade/Monroe Teacher Education Center as outlined in the Master Plan for Inservice Education.

The courses will be scheduled at M-DCPS school sites, or other facilities, at times that do not interfere with employment or release time will be provided for the participants. Because of the scope and intensity, however, the courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology and unique skills application or implementation. The curriculum has been designed to prepare the teachers to utilize effective instructional strategies for teaching reading in their classrooms and to document their application as part of a demonstration of accomplishment.

Within the structure of the program, the courses can be offered by different funding sources. The courses may be offered, for example, through Training and Development or through the Office of Education using funds for related and/or appropriate programs.

Instructors

Staff from the local institutions of higher education (community colleges, colleges or universities) or M-DCPS personnel certified in the appropriate area will serve as instructors for the courses. All M-DCPS teachers who serve as instructors will hold a master's degree or higher in Reading and have a minimum of three years experience in teaching reading in addition to the reading certification

requirement. Instructor assignments will be made by the program administrator in cooperation with the subject area supervisor.

5. COMPLETION REQUIREMENTS

For successful completion, the participant will satisfactorily complete all the appropriate courses needed for the endorsement. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course. As stated in the Evaluation Procedures of the component for each course, to successfully complete the course, a participant must:

- (a) complete a posttest or other valid measure to show increased competency on 80% of the course objectives;
- (b) complete all individual and group activities at a level of quality established by the instructor; and
- (c) complete all written assignments at a level that demonstrates the ability to write well on a topic.

Upon receipt of transcripts for all coursework, the Superintendent or his designee will certify the program completion.

6. PROGRAM EVALUATION

The overall effectiveness of the M-DCPS Add-on Certification Program will be determined by evaluating the program, the courses, and the participants using the strategies described below.

Program

Participants, instructors and district staff will evaluate the M-DCPS Add-on Certification Program for Reading Endorsement in the following areas:

- (a) scope and sequence of courses;
- (b) instructional materials;
- (c) relevance to effective teaching and learning; and
- (d) adequacy of preparation for teaching assignment/study.

In addition, in order to assess the overall effectiveness of the M-DCPS Add-on Certification Program for Reading Endorsement, participants completing the program will be asked to complete an exit survey which will provide feedback

regarding the management and operation of the program activities. The exit survey will be included in the completion packet which provides step-by-step instruction as well as the necessary forms. The participant must return the exit survey with the required forms in order to have the forms processed.

Course/Component

The effectiveness of the course content of the M-DCPS Add-on Certification Program for Reading Endorsement will be determined by the participant's performance in the required courses. At least 90% of program participants will demonstrate increased knowledge as indicated by pretest-posttest results for each component.

The evaluation of the pedagogical aspects of each component will be based upon a standard Teacher Education Center rating form completed by each participant. The rating form will focus on the following:

1. appropriateness and relevancy of subject matter objectives;
2. clarity of presentation; and
3. extent to which instructional activities relate to instructional objectives.

Feedback from these ratings will be used to assess the pedagogical effectiveness of each component.

Participant

The degree to which participants increase their knowledge in content will be indicated by pretest-posttest achievement gains. The major instructional objectives are identified for each of the components included in the Add-on Certification Program and pretest-posttest items will be constructed from the objectives.

Participants must demonstrate increased competency on 80% of the course objectives in order to be successful. Assessment strategies will include written tests, class work, homework, observations, written/oral reports, quizzes, and class participation.

7. PROGRAM MANAGEMENT

Implementation of the M-DCPS Add-on Certification Program is the responsibility of Training and Development. The Division of Language Arts/Reading has been involved in program development and will assist in the implementation of program activities. The Office of Human Resources, Instructional Certification Department is involved in the verification and records process.

The program administrator in Training and Development will be responsible for disseminating information about the Add-on Certification Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Certification Program when requested by M-DCPS and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses and time line with a projected date for completion. Program files will include the schedule of the courses offered, information regarding the instructor and participants, and evaluation data.

Application and admission

To be eligible for the M-DCPS Add-on Certification Program for Reading Endorsement, a teacher must meet the following:

- (a) full-time instructional employee of M-DCPS
- (b) hold a valid Florida Educator's Certificate (Temporary or Professional) in an academic class area
- (c) must not be on prescription
- (d) meet any additional criteria established by the superintendent, school board or Florida Department of Education.

Applicants must hold a valid Florida Educator's Certificate (Temporary or Professional) based upon a bachelor or higher degree and be currently employed by M-DCPS.

In addition, applicants must meet any eligibility criteria established by the superintendent, school board, or Florida Department of Education for participation in a specific Add-on Certification Program. For example, teachers who are not teaching reading out-of-field will be required to hold certification in an academic class area as a requirement for admission into the M-DCPS Add-on Certification Program for Reading Endorsement.

Eligible teachers are required to complete a Plan of Study form which delineates the required course work for the endorsement in Reading. The completed and signed form should be sent to Add-on Certification Program, Training and Development for review and approval. A copy will be kept on file and the original will be returned to the applicant with a letter confirming acceptance into the Add-on Certification Program. Upon completion of all program requirements, a completion packet containing step-by-step instructions for adding Reading

Endorsement to a certificate, the necessary form(s) and an exit survey will be sent.

The Plan of Study listing required courses will be sent upon request. The program administrator is available to discuss formal entry and to advise or counsel participants on program requirements and course offerings.

Advisement

The Add-on Certification Program administrator is available to discuss formal entry and to advise and counsel participants on program requirements and course offerings.

Attendance

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Class work missed due to a serious illness or extreme emergency will have to be satisfied through an agreement with the instructor.

Transfer of Credit

Equivalent credit awarded by a regionally accredited institution of higher education may be used to satisfy a course requirement provided a grade of "C" or higher was earned and that the credit was earned within the past ten years. Credits to be transferred must be equivalent to the number required for a specific course and the content must match the content of the course as described in the components listed in the program requirements section of this proposal. College credits are converted to inservice credits (MPP) with each semester hour being equivalent to 20 inservice credits (MPP). Inservice credits earned while employed in another district may be transferred provided that the course content is equivalent to or of a higher level than the required course and that the course was taken as part of an Add-on Certification Program.

Participants must submit a written request with an official transcript or official Inservice Transfer Record showing coursework successfully completed to the program administrator. The program administrator will review the transfer of credit request to assess the appropriateness of the course to the Add-on Certification Program requirements and notify the participant. This process will also apply to courses completed through the Florida Online Reading Professional Development program.

The application process for obtaining Add-on Certification involves two (2) steps.

- A. The participant must submit Form CG-10 to the Florida Department of Education with payment.

- B. The participant must submit the following to the Office of Training and Development:
- (1) Transcript(s) for all coursework completed, TEC Inservice Record for inservice classes, and/or official university transcript for university courses
 - (2) Copy of CG-10 form submitted to Department of Education.

Documents should be submitted to: Location #9017, Add-on Certification Program.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
 ADD-ON CERTIFICATION PROGRAM
 Plan of Study for Reading Endorsement

Name: _____ Employee No: _____

School: _____ Work Loc : _____

Phone (work): _____ Phone (home): _____

Present teaching assignment: _____

Area(s) of certification: _____

Plan of Study for Reading Endorsement

Teachers currently certified in elementary education or another academic class area and seeking Add-on Certification in Reading Endorsement are required to successfully complete the inservice courses approved for the M-DCPS Add-on Certification Program in Reading Endorsement. Participating teachers will earn a total of 300 Master Plan points by successfully completing the prescribed inservice courses which are listed below:

Course Title	MPP	Date Completed	Comments
Foundations of Research-based Practices in Reading	60	_____	_____
Foundations of Language and Cognition	60	_____	_____
Foundations of Assessment in Reading	60	_____	_____
Foundations and Application of Differentiated Instruction in Reading	60	_____	_____
Demonstration of Accomplishment In Reading (Practicum)	60	_____	_____

NOTE: Indicate acceptable transfer of credit from an institution of higher education or previous inservice participation by stating the title of the course/component, the course/component number, and the credits/points earned in the comments section and attach a copy of the official transcript.

Participant's signature: _____ Date _____

Send to: Location #9017, Add-on Certification Program

ADD-ON CERTIFICATION PROGRAM FOR READING ENDORSEMENT
PROGRAM MATRIX

Competency	Component No.	Specific Objective	Method of Competency Demonstration
I. Foundations in Language and Cognition	2-013-324	Phonemic Awareness: 1,2 Phonics: 3,4 Fluency: 5,6 Vocabulary: 7,8 Comprehension: 9-12 Integration of the Major Reading Components: 13-17	<ul style="list-style-type: none"> - Reflective Literacy Journal - Written assignments - Assigned classwork/readings - Discussions - Classroom demonstration - Analyzing teaching methodologies for developing and enhancing phonemic awareness, phonics, fluency, vocabulary, comprehension - Classroom observations
II. Foundations of Research-based Practices	2-013-323	Phonemic Awareness: 1,2 Fluency: 3 Vocabulary: 4 Comprehension: 5 Integration of Major Reading Components: 6-9	<ul style="list-style-type: none"> - Written assignments - Assigned classwork/readings - Discussions - Classroom demonstration - Developing lesson plans - Classroom observations
III. Foundations of Assessment	2-013-325	1,2,3,4,5,6,7,8,9,10,11,12	<ul style="list-style-type: none"> - Written assignments - Assigned classwork/readings - Discussions - Classroom demonstration - Developing lesson plans and portfolios - Classroom observations - Administration of tests, surveys, inventories, and checklists
IV. Foundations of Differentiation	2-013-326	1,2,3,4,5,6,7,8,9,10	<ul style="list-style-type: none"> - Written assignments - Case studies, reflective journals, tutorial projects, and Intervention Notebook development - Assigned classwork/readings - Discussions - Classroom demonstration - Developing lesson plans - Classroom observations and implementation

Competency	Component No.	Specific Objective	Method of Competency Demonstration
V. Application of Differentiated Instruction	2-013-326	11,12,13,14,15,16,17,18,19,20,21,22,23	<ul style="list-style-type: none"> - Written assignments - Reflective journals, tutorial projects, and Intervention Notebook development - Assigned classwork/readings - Discussions - Classroom demonstration - Researcher reports - Classroom observations and implementation of tutorial and remediation plans
VI. Demonstration of Accomplishment	2-013-327	1,2,3,4,5,6,7,8,9,10,11,12	<ul style="list-style-type: none"> - Reflective writing - Group discussions - Development of a clinical portfolio including the following components: <ul style="list-style-type: none"> - Student profiles - Assessments - Assessment Data Analysis - Research-based Instruction - Progress Reports - Results of Interventions - Evidence of student learning gains - Recommendations

COMPONENT IDENTIFIER NUMBER: 2-013-324

COMPONENT TITLE: FOUNDATIONS IN LANGUAGE AND COGNITION
(60 Master Plan Points)

GENERAL OBJECTIVES

The purpose of this component is to introduce teachers seeking reading endorsement to the understanding that reading is a process of student engagement in both fluent decoding of words and the construction of meaning. Upon successful completion of this component, all teachers seeking reading endorsement will be able to demonstrate substantive knowledge of language structure, function and cognition for each of the five major components (phonemic awareness, phonics, fluency, comprehension, and vocabulary) of the reading process.

Teachers participating in this component will focus on all diverse learners, including those with limited English proficiency (LEP), students with disabilities, basic general education students, and struggling readers.

SPECIFIC OBJECTIVES

The participant will be able to:

(Phonemic Awareness)

1. Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis).
2. Distinguish both phonological and phonemic differences in language and their applications in graphic representations and oral discourse patterns (e.g., language and dialect differences).

(Phonics)

3. Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations; syllable conventions; spellings of prefixes, root words, affixes).
4. Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).

(Fluency)

5. Identify the principles of reading fluency as they relate to reading development.
6. Understand the role of reading fluency in development of the reading process.

(Vocabulary)

7. Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).

8. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

(Comprehension)

9. Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).
10. Understand the impact of variations in written language of different text structures on the construction of meaning.
11. Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
12. Understand the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections within texts, across texts, from text to self, from text to world).

(Integration of the Major Reading Components)

13. Identify language characteristics related to informal language and cognitive academic language.
14. Identify phonemic, semantic, and syntactic variability between English and other languages.
15. Understand the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate, phonological processing, and construction of meaning).
16. Understand the interdependence between each of the major reading components and their effect upon comprehension (e.g., construction of meaning, vocabulary, fluency).
17. Understand the impact of dialogue, writing to learn, and print environment upon reading development.

DESCRIPTION OF ACTIVITIES

*These assignments will become part of your ongoing Demonstration of Accomplishment (Competency 6).

Session 1 Overview of course content and expectations

Assignment: Quickwrite personal memories of learning to read or reading instruction. Share reflections.

Lecture on and discuss Chapters 1 and 2 (Vacca, Vacca, & Gove). Introduce the knowledge and beliefs about reading. Discuss the attributes of balanced literacy instruction and instructional approaches.

Assignment: Complete Reflective Literacy Journal entry. Suppose you are going to represent reading instruction during a town meeting. The topic is “The Right Way to Teach Reading”; you will have five minutes to make your statement. What would you say?

Assignment: Read Chapter 3 (Vacca et al.), *Early Literacy: From Birth to School*.

Session 2 Discuss children’s development in early reading and writing. Discuss the implications of developmentally appropriate practices.

Assignment: In small cooperative groups, create a two-column note chart. In one column, identify developmentally appropriate practices for beginning readers from Vacca et al. Read the article, *Using Multiple Methods of Beginning Reading Instruction: A Position Statement from the International Reading Association* and identify appropriate practices as described by the International Reading Association in the second column. How are the positions similar? How are the positions different?

Assignment: Complete a Reflective Literacy Journal entry. Describe the print environment that you experienced in elementary school. Were stories read or told? How much time was spent listening to stories? How much time was spent doing work sheets? Was there time spent scribbling, drawing, or writing?

Assignment: Read Chapter 4 (Vacca et al.), *Inviting Beginners into the Literacy Club*.

Session 3 Discuss emergent literacy learning through the use of big books and the relationships between speech and print as well as phonemic awareness and letter recognition.

Participate in a shared reading lesson and phonemic awareness activities encompassing rhyming, blending, and segmenting.

The instructor will model the use of Elkonin boxes as a phonemic segmentation strategy.

Assignment: Complete a Reflective Literacy Journal entry. Describe why it is important to develop phonemic awareness in children.

Assignment: Read Chapter 5 (Vacca et al.), *Word Identification*.

*Assignment: Using the steps outlined on pages 142-143 (Vacca et al.), guide student(s) through the process of segmenting sounds in words using the

Elkonin boxes. Submit a 1-2 page typed paper including: a brief description of the assignment, data on the audience (e.g., number, grade, learner make-up), description of the process, and reflection on how the activity went.

Turn in the Elkonin boxes assignment in Session 4.

Session 4 Share the Elkonin boxes assignment.

Discuss word identification and the rapid recognition of words.

Discuss approaches and guidelines for teaching phonics, emphasizing specific strategies.

The instructor will model effective phonics activities: Making Words, Vacca et al. pp. 166-168, and Reading and Writing Rhymes as described in Patricia Cunningham's *Phonics They Use*, pp. 115-125.

Assignment: Complete a Reflective Literacy Journal entry. Describe how the structural patterns of words relate to reading development.

Assignment: Read Chapter 6 (Vacca et al.), *Reading Fluency*, pp. 197 – 219.

*Assignment: Using the steps outlined on pages 142-143 (Vacca et al.), guide students through the process of a Making Words lesson and a Reading and Writing Rhymes lesson, exploring phonics and spelling patterns and structural analysis. Submit a 1-2 page typed paper including: a brief description of the assignment, data on the audience (e.g., number, grade, learner make-up), description of the process, and reflection on how the activity went. Collect student samples/teaching aids to share.

Turn in the Making Words lesson and the Reading and Writing Rhymes lesson in Session 5.

Session 5 Share the Making Words and Reading and Writing Rhymes lessons. Discuss identifying, developing, and monitoring oral reading fluency. Students will understand the role of immediate word identification and automaticity.

Participate in the following strategies: choral reading and readers' theater as supportive instructional strategies for developing fluency. Generate a list of ways that fluency can be practiced in the home.

The instructor will model the Daily Grade-Level Fluency Practice: The Chunk as outlined in *The CRP Companion, Grades 3-5*, p. 44.

Discuss the purpose of monitoring oral fluency.

Assignment: Complete a Reflective Literacy Journal entry. Describe the relationship between reading rate, phonological processing, and comprehension.

Assignment: Read Chapter 8 (Vacca et al.), *Vocabulary Knowledge and Concept Development*.

Assignment: Read Chapter 9 (Thompkins) *Becoming Familiar with the Structure of Text*, Chapter 10 (Robb) *Exploring the Structure of Textbooks and Nonfiction*, pp. 286-295, and Chapter 7 (Vacca et al.) *Developing Awareness of Story Structure*, pp. 244-256.

*Assignment: Identify a small group of less proficient students to practice reading the Daily Grade-Level Fluency Practice: The Chunk over the course of five days. Calculate the reading rate for the classroom “chunk” on Day 1 using the procedures outlined in Figure 6.5, p. 218 in Vacca et al. In addition, determine the fluency rating as described in Figure 6.4, p. 218 in Vacca et al. After practicing the “chunk” for five days, once again calculate the reading rate and describe the fluency rating. Submit a 1-2 page typed paper including: a brief description of the assignment, data on the audience (e.g., number, grade, learner make-up), description of the process, and reflection on how the activity went. Collect student samples/data to share.

Turn in the Daily Grade-Level Fluency Practice: The Chunk assignment is due in Session 7.

Session 6

Discuss the relationship between vocabulary and comprehension, including the principles for guiding vocabulary instruction. Discuss how English morphology relates to language acquisition. Develop word meanings through the use of synonyms, antonyms, multiple-meaning words, and figurative language. Explore vocabulary strategies that develop word concepts and reinforce learning word meanings.

Assignment: Read *Vocabulary Instruction: Concerns and Visions* by Edna Greene Brabham and Susan Kidd Villaume. What are the implications stated in the article that would pertain to the classroom and instruction? How does English morphology relate to language acquisition? Use information from the article and the class discussion in your answer.

The instructor will demonstrate a Concept of Definition Map and a Vocabulary Map.

Discuss the nature of different text structures and compare the elements of story structure with expository text structure.

Assignment: Create a Venn diagram comparing and contrasting expository and story text structures. Determine why teachers need to teach mini-lessons about expository and story structure and how text structure affects children’s reading and writing.

Assignment: Complete a Reflective Literacy Journal entry. Describe how phonemic awareness, phonics, fluency, and vocabulary impact comprehension.

Assignment: Read Chapter 7 (Vacca, et al.), *Reading Comprehension: Scaffolding Readers' Development of Skills and Strategies*, pp. 231-246, and *Guiding Readers' Interaction with Texts*, pp. 257-272.

Assignment: Read Bloom's Taxonomy and Critical Thinking, *The CRP Companion, Grades 3-5*, pp. 40-42.

*Assignment: Complete a Vocabulary Map lesson as referenced in *The CRP Companion, Grades 3-5*, pp. 63, and a Concept of Definition Map lesson referenced in *The CRP Companion, Grades K-2*, p. 153. Submit a 1-2 page typed paper including: a brief description of the assignment, data on the audience (e.g., number, grade, learner make-up), description of the process (including vocabulary elements such as antonyms and synonyms), and reflection on how the activity went. Collect student samples to share.

Turn in the Vocabulary Map and Concept of Definition Map lessons in Session 8.

Session 7: Share the Daily Grade-Level Fluency Practice: The Chunk assignment.

Discuss the scaffolding of readers' development of skills and strategies that guide the development of comprehension with explicit instruction on question-answer relationships (QARs), reciprocal teaching, and questioning. Instructional strategies will be developed to guide readers' interactions with texts.

Discuss the role of questioning when planning for instruction.

The instructor will model Reciprocal Teaching using the procedure explained in *The CRP Companion, Grades 3-5*, pp. 27-33.

Assignment: Complete a Reflective Literacy Journal entry. Describe how scaffolding instruction through the use of cognitive task levels impacts all learners.

Assignment: Read Chapter 12 (Vacca, et.al.), pp. 446 – 464, *Making the Transition to Content Area Texts*.

*Assignment: Complete a Phase I Reciprocal Teaching procedure as outlined in *The CRP Companion, Grades 3-5*, pp. 27-33. Submit a 1-2 page typed paper including: a brief description of the assignment, data on the audience (e.g., number, grade, learner make-up), description of the process, and reflection on how the activity went. Collect student samples to share.

Turn in the Reciprocal Teaching lesson in Session 9.

Session 8 Share the Vocabulary Map and Concept of Definition Map lessons. Read *Learning Vocabulary in Lexical Sets: Dangers and Guidelines* by Paul Nation. Discuss the implications of vocabulary instruction on second language acquisition. Discuss using literature and nonfiction trade books across the

curriculum and include before reading strategies such as previewing and skimming, graphic organizers, anticipation guides, and brainstorming.

Discuss making text connections within texts, across texts, from text to self, and from text to world using pages 89-90 and 107 from Richard Allington's *What Really Matters for Struggling Readers*.

Assignment: Complete a Reflective Literacy Journal entry. Describe how various text connections assist learners' comprehension.

Assignment: Read Chapter 13 (Vacca, et al.), pp. 485-518, *Meeting the Literacy Needs of Diverse Learners*.

Session 9 Share the Reciprocal Teaching lesson.

Discuss diversity in the literacy classroom with emphasis on instructional beliefs and practices. Diversity of learners, such as linguistic diversity, cultural diversity, and academic and cognitive diversity, will be highlighted.

Read Chapter 2 in *Reading, Writing, & Learning in ESL*. Discuss the phonemic, semantic, and syntactic variability between English and other languages.

Assignment: Complete a Reflective Literacy Journal entry. Describe the characteristics of informal language and cognitive academic language and how it impacts all learners. Discuss how language and dialect differences impact written and oral discourse.

*Assignment: Visit a classroom that includes some learners who speak English as a second language and some that are native English speakers. How are bilingual children encouraged to participate in instruction? Are the learners given opportunities to answer higher-level questions? Do they seem to be making progress in reading and writing? Identify how the native English language learners use the three cueing systems compared to those students who speak English as a second language. Summarize your observations.

Turn in the English as a second language classroom observation in Session 10.

Session 10 Share findings from the English as a second language classroom observation.

Culmination and review meeting

Assignment: Share in small groups the ongoing professional demonstration of accomplishments and student samples that have been collected over the course.

Assignment: Complete a Reflective Literacy Journal entry. Describe how phonemic awareness, phonics, vocabulary, and comprehension impact fluency

in the reading process. Include personal insights that you have gained from this course.

Note: Sessions may be divided or combined depending on TEC scheduling.

EVALUATION PROCEDURES

1. Participants will demonstrate knowledge of specific objectives as evidenced by successfully completing course assignments.
2. Participant will satisfactorily complete all assignments.
3. Participant will complete the standard component evaluation form supplied by the Miami-Dade/Monroe Teacher Education Center.

FIELD EXPERIENCE AND TECHNOLOGY

Students will work with student subjects to meet the course requirements and utilize technology as appropriate.

METHOD OF DELIVERY

The primary methods of instruction include lecture, demonstration/modeling, video presentations, on-line activities, field experiences, discussion, individual studies, cooperative group studies and other.

REQUIRED TEXT

Vacca, J. L., Vacca, R. T., & Gove, M. (2000). *Reading and learning to read* (5th ed.). New York: Longman.

COMPONENT TITLE: FOUNDATIONS OF RESEARCH-BASED PRACTICES IN READING
(60 Master Plan Points)

GENERAL OBJECTIVES

The purpose of this component is to have teachers seeking reading endorsement understand the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Upon successful completion of this component, all teachers seeking reading endorsement will understand the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

Teachers participating in this component will focus on all diverse learners, including those with limited English proficiency (LEP), students with disabilities, basic general education students, and struggling readers.

SPECIFIC OBJECTIVES

The participant will be able to:

(Phonemic Awareness)

1. Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.)

(Phonics)

2. Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations)

(Fluency)

3. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g. rereading, self-timing, independent reading material, reader's theater, etc.)

(Vocabulary)

4. Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)

(Comprehension)

5. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal

teaching, analysis of relevance of details, prediction, “think-aloud” strategies, sentence manipulation, paraphrasing, etc.)

(Integration of Major Reading Components)

6. Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)
7. Identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)
8. Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries, questioning the author, interactive response to authentic reading and writing tasks, etc.)
9. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students’ interests and independent reading proficiency.

DESCRIPTION OF ACTIVITIES

*These assignments will become part of each participant’s ongoing Demonstration of Accomplishment (Competency 6).

Session 1 Overview of course expectations

Introduction to three of the major components of the reading process: phonemic awareness, phonics, and fluency

Discussion of the importance of phonemic awareness for standard curriculum and special education learners (Adams, Foorman, Lundberg, & Beeler, pp.1-6)

*Assignment: Develop a research-based activity to promote phonemic awareness (e.g. picture sort, song, game, etc.). Use one of the activities described in Adams et al. Turn in the activity in Session 2.

Discussion of researched-based phonics instruction, including patterns and analogy decoding (Farstrup & Samuels, pp. 91-106; Gunning, pp. 269-270)

*Assignment: Listen as a beginning reader reads text. What are the reader’s strengths? What are the areas for growth? What follow-up instruction is needed? Turn in at Session 2 a reflection on your observations.

Discussion of fluency development, automaticity, and reading endurance in school and at home, including cross-checking strategies and self-correction (Calkins, Montgomery, & Santman, pp. 60-63; Gunning, pp. 273-275; Vacca, Vacca, & Gove, pp. 195-227)

*Assignment: Prepare a list of ways to promote reading endurance in your classroom. Prepare a list of ways to promote reading endurance in the home. Turn in the lists in Session 2.

Assignment: Prepare a Readers' Theater script to turn at Session 2. (See Gunning, pp. 440-441 and Vacca et al., pp. 211-212.)

Session 2 Introduction to vocabulary instruction (*Comprehensive Reading Plan Companion, K-2*, pp. 147-155; *The CRP Companion, Grades 3-5*, pp. 60-70; Gunning, pp. 330-352; Vacca et al., pp. 273-309; *Wild About Words*, pp. vii-ix)

Stages of word learning
Incidental vs. systematic instruction
Principles of vocabulary instruction
Selection of words to teach
General guidelines and techniques for vocabulary instruction
Techniques for remembering words

Discussion of roots and affixes (Gunning, pp. 317-318; *Wild About Words*, Chapter 2)

Assignment: Select one activity from Chapter 2 in *Wild About Words* to use in your class. Complete a reflection about the value of the activity regarding vocabulary development. Turn in the reflection in Session 3.

Discussion of word analogies (*Sixth Grade Challenge*, pp. 56-75; Vacca et al., pp. 300-301)

Assignment: Plan an analogy activity appropriate for your learners. Turn in the plan in Session 3.

Introduction to context clues and multiple meanings in fiction and nonfiction (*Comprehensive Reading Plan Companion, K-2*, pp. 147-155; *The CRP Companion, Grades 3-5*, pp. 60-70; Gunning, pp. 318-324, 400; *Wild About Words*, Chapter 1)

Assignment: After studying the types of context clues in *Wild About Words*, write an example sentence for each of the types. The example should be appropriate for the diverse learners you teach. Turn in your sentences in Session 3.

*Assignment: Use the Multiple Meaning Manatee from *Wild About Words* or the Multiple Meaning Chart from the *Comprehensive Reading Plan Companion, K-2* or *The CRP Companion, Grades 3-5* to plan a content-area lesson on multiple meanings. Use the lesson in your classroom. In Session 3, turn in samples of learners' work plus your reflection on the use of the strategy.

Session 3 Performance of a Readers' Theater script (One of the Readers' Theater scripts submitted in Session 2 will be selected and performed in class. Students will reflect on the performance and how it relates to fluency.)

Introduction to vocabulary strategies using graphic organizers (*Comprehensive Reading Plan Companion, K-2, pp. 147-155; The CRP Companion, Grades 3-5, pp. 60-70; Gunning, pp. 318-324; Wild About Words*)

- Semantic Feature Analysis
- Semantic Map
- Venn Diagram
- Spectrum of a word
- Vocabulary Map
- Concept of Definition Map
- Structured Overview

Introduction to other vocabulary strategies (*Comprehensive Reading Plan Companion, K-2, pp. 147-155; The CRP Companion, Grades 3-5, pp. 60-70; Gunning, pp. 318-324; Wild About Words*)

- Word Sort
- Predict-O-Gram
- Vocabulary Self-Collection Strategy
- Vocabulary Improvement Strategy
- Vocabulary Books and Portfolios

Assignment: Choose one vocabulary strategy using graphics (Semantic Feature Analysis, Spectrum of a word, or Structured Overview) and one other vocabulary strategy (Word Sort, Predict-O-Gram, or Vocabulary Improvement Strategy). Prepare and teach a lesson for each of the strategies you chose. In Session 4, turn in examples of student work plus your reflection on the use of the strategies.

- Session 4 Introduction to comprehension (Gunning, pp. 353-396)
- Theories of comprehension, e.g. schema theory
 - Causes of comprehension difficulty
 - Comprehension strategies
 - Preparation strategies
 - Setting purpose and goal
 - Previewing
 - Predicting
 - Selection/Organizational strategies
 - Deriving main ideas
 - Summarizing
 - Elaborating
 - Inferencing
 - Imaging
 - Metacognitive awareness
 - Gradual Release of Responsibility model (Farstrup & Samuels, pp. 208-211; Keene & Zimmermann, pp. 95-96, 225)

Assignment: A metacognitive learner is aware of when comprehension problems occur. Review the correcting strategies on page 375 in Gunning and create a teaching aid (chart, poster, handout, etc.) to assist learners in your classroom. Turn in the teaching aid in Session 5.

Session 5 Introduction to before, during, and after strategies (*Comprehensive Reading Plan Companion, K-2, p. 33*; Gunning, pp. 353-396, 404-411; *The Sixth-Grade Challenge*; Vacca et al., pp. 244-247)

Think-Aloud
Story Grammar
Text Structure
Questioning, including QAR and Bloom's Taxonomy
Graphic Organizers (Venn diagram, time lines, herringbone, etc.)
Other effective strategies

Assignment: Select a reading passage appropriate for your learners and develop a question for each of the QAR types. Turn in the passage and questions in Session 6.

Session 6 Sharing of the QAR assignment

Introduction and modeling of instructional routines (Gunning, pp. 389-390, 428-433)

Reciprocal Teaching
Questioning the Author
Directed Reading-Thinking Activity

Assignment: Plan and teach a lesson using either Questioning the Author or Directed Reading-Thinking Activity. In Session 7, turn in a reflection on the use of this strategy.

Session 7 Sharing of Questioning the Author or Directed Reading-Thinking Activity assignment.

Reviewing instructional routines and comprehension strategies

Revisiting imaging and inferencing (Keene & Zimmermann, pp. 123-163)

Synthesizing the elements of comprehension (Keene & Zimmermann, pp. 165-185)

Session 8 Discussion of language-rich and print-rich environments

Engagement in and responding to literacy tasks
Promotion of opportunities for authentic learning (Keene & Zimmermann, p. 221; Vacca et al., pp. 47-48)

Creation of environment conducive to in-depth study of authors, genres, books, etc., e.g. message board of book recommendations, display of logs of books read, school-wide promotion of literacy
Display of classroom libraries (Allington, pp. 54-69; Vacca et al., pp. 362-370)
Evaluation of literate environment—An Inventory of Classroom Reading (Rhodes, p. 31)

*Assignment: Assess the literate environment of your classroom using An Inventory of Classroom Reading Use (Rhodes, p. 31). In the comments section of the inventory, reflect on improvements that you might make. Turn in results in Session 9.

Discussion of matching learners to texts (Allington, pp. 24-54; Gunning, pp. 536-544; Keene & Zimmermann, pp. 249-251; Vacca et al., p. 537)

Determining learners' independent reading levels, e.g. Lexile score, STAR test from Accelerated Reader, Informal Reading Inventory

Selecting literature and expository texts, including readability measures

Assignment: Go to the Lexile website (<http://www.lexile.com>). Using the Lexile score for one or more of your learners, compile a list of books on an appropriate Lexile level for independent reading. Share the list(s) in Session 9.

Session 9 Sharing of literate environment inventories and Lexile book lists

Review of the five major reading components and their importance in lesson planning

Diversity of learners (Vacca et al., p. 517)

Multifaceted, multilevel lesson plans (Farstrup & Samuels, pp. 90-91)

*Assignment: Plan a lesson appropriate for your classroom. Include the five major reading components and address the needs of all learners. Prepare multiple copies of the lesson plan for Session 10.

Session 10 Sharing of lesson plans in grade-level groups

Culmination and review of course objectives

Assignment: Complete an evaluation of instruction in your classroom: Assess the overall reading program, comprehension strategy instruction, and general instruction. (Farstrup & Samuels, p. 235)

EVALUATION PROCEDURES

1. Participants will demonstrate knowledge of specific objectives as evidenced by successfully completing course assignments.
2. Participant will satisfactorily complete all assignments.
3. Participant will complete the standard component evaluation form supplied by the Miami-Dade/Monroe Teacher Education Center.

FIELD EXPERIENCE AND TECHNOLOGY

Students will work with student subjects to meet the course requirements and utilize technology as appropriate.

METHOD OF DELIVERY

The primary methods of instruction include lecture, demonstration- modeling, video presentations, on-line activities, field experiences, discussion, individual studies, cooperative group studies and other.

REQUIRED TEXTS

Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston: Allyn & Bacon.

Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann

Vacca, J. L., Vacca, R. T., & Gove, M. (2000). *Reading and learning to read* (5th ed.). New York: Longman.

COMPONENT IDENTIFIED NUMBER: 2-013-325

COMPONENT TITLE: FOUNDATIONS OF ASSESSMENT
(60 Master Plan Points)

GENERAL OBJECTIVE

The purpose of this component is to introduce teachers seeking reading endorsement to the administration and interpretation of formal and informal assessments to monitor K-12 learners' progress in reading and to guide instruction.

Upon successful completion of this component, all teachers seeking reading endorsement will be able to administer and interpret a variety of formal and informal assessments and use the data to monitor learners' progress and to guide instruction.

SPECIFIC OBJECTIVES

The participant will be able to:

1. Develop a portfolio containing informal and formal assessment results in order to provide differentiated instruction for struggling readers. This portfolio will be used to measure a learner's reading growth over time
2. Interpret learners' formal and informal test results
3. Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests
4. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures)
5. Analyze data to identify trends that indicate adequate progress in student reading development
6. Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii)
7. Understand how to match students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies
8. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading
9. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time

DESCRIPTION OF ACTIVITIES

(These assignments will contribute to the ongoing Demonstration of Accomplishment (Competency 6)).

Session 1 Overview of course expectations and requirements for Demonstration of Accomplishment (Competency 6), including the case study, an accomplishment notebook, and kits of assessments and strategies Introduction to reading difficulties (Gunning, pp. 1-62)

Characteristics of formal and informal assessment (Vacca et al., pp. 526-559)

Assignment: Prepare a Venn diagram of the similarities and differences of formal and informal assessments. Prepare the Venn diagram in groups but turn in an individual copy for evaluation.

Introduction of criterion-referenced tests (CRT) and norm-referenced tests (NRT) using Sunshine State Standards CRT scores and the State NRT (Stanford) scores

Student scores

Cluster scores

Achievement level

Percentage of students meeting high standards in reading

Percentage of students making learning gains in reading

Percentage of lowest 25% making learning gains in reading

Stanines

Percentiles

Grade Equivalency

Assignment: Obtain CRT and NRT data for learners in your class and in your school. Discover what types of information are reported. For one learner, examine CRT and NRT data and interpret the results in terms of the learner's strengths and weaknesses. Prepare a summary statement of your interpretation to turn in at Session 2.

Assignment: Read the information on Analyzing Oral Reading Miscues in Vacca et al., pp. 538-544.

Assignment: Read and summarize *Reading Diagnosis—Qualitative or Quantitative?* by Goodman to turn in at Session 2.

Session 2 Sharing of data interpretation summaries in groups before turning in the assignment

Discussion of informal and formal assessment types and characteristics with samples of each type (e.g. from Shanker & Ekwall; Rhodes; Miller):

Attitude Surveys

Interest Surveys

Interviews

Anecdotal

Checklists
Self-assessments
BURNS AND ROE INFORMAL READING INVENTORY (IRI)
DIBELS (Dynamic Indicators of Basic Early Literacy Survey)
DAR (Diagnostic Assessment of Reading)
TOWRE (Test of Word Reading Efficiency)
Gates MacGinitie
Scholastic Reading Inventory (SRI) Lexile Framework

Present and discuss the DOE assessment structure and timeframe for screening, diagnosing, and progress monitoring. Make practical connections to the AIP process.

Assignment: Choose one formal and one informal assessment to administer to a learner. In Session 4 turn in the results and your reflection on the administration of these instruments.

Introduction of Burns & Roe's *Informal Reading Inventory*

Text walk

Miscue Analysis practice with instructor simulating a learner reading with errors

Administration of the IRI to each other, role-playing teacher and learner.

Assignment: Administer the Burns & Roe IRI to a standard-curriculum learner. Complete the Summary of Quantitative Analysis (p. 107) and Summary of Qualitative Analysis (p. 108) to turn in Session 3 with a tape of the learner's reading. Also turn in a reflection on the process of administering the IRI. What did you do well? What gave you difficulty? What do you still need to know?

Session 3 Discussion of solutions to problems identified in reflections on the process of administering the IRI

Discussion of language cueing systems with examples from the IRIs administered by participants

Discussion of assessment of fluency (Burns & Roe, pp. 28-29; Shanker & Ekwall, pp. 129-135, 505-520)

Discussion of the Gates MacGinitie to track reading comprehension and vocabulary.

Assignment: Administer the IRI to two additional learners. Learner 1 should be a standard-curriculum learner who is experiencing difficulty in elementary or secondary school. Learner 3 should be an exceptional learner or LEP student. Complete the Summary of Quantitative Analysis (p. 107) and Summary of Qualitative Analysis (p. 108). Turn in at Session 10 with a tape of the learners' reading.

Session 4 Discussion of reading developmental stages, i.e. early emergent through proficient reader (Vacca et al., pp. 69-77)

Overview of phonemic awareness and phonics assessments

Administration practice for phonemic awareness and phonics assessments in Shanker & Ekwall, pp. 221-237 and 259-279, role-playing teacher and learner (Also see *Phonemic Awareness in Young Children* which is used in Project Right Beginnings for kindergarten learners in M-DCPS.)

Assignment: Select one learner and administer the DIBELS. Prepare a reflection on the process of administering the tests. What did you do well? What gave you difficulty? What do you still need to know? What are the instructional implications from the data you collected? Turn in the learners' tests and your reflection in Session 5.

Session 5 Discussion of solutions to problems identified by reflections on the process of administering phonemic awareness and phonics assessments

Analysis of simulated assessment data regarding phonemic awareness, phonics, fluency, vocabulary and comprehension for an elementary and a secondary learner (The simulated data will include both formal and informal assessments. The instructor will model how to analyze the data to determine adequate progress in reading development.)

Assignment: Using additional sets of simulated assessment data provided by the instructor, analyze the data to determine adequate progress in reading development for each of the learners. In Session 6, turn in the data analyses.

Session 6 Differentiation of instruction based on assessment data (Using the simulated formal and informal assessment data modeled in Session 5, the appropriate methods of grouping to meet the learners' needs will be discussed; e.g., a learner may be placed in a flexible group that focuses on using data to make informed grouping decisions. Also the intensity of instruction needed will be discussed; e.g., a learner may need individual instruction several times a week.)

Determination of the appropriate level of intensity of intervention, appropriate curricular materials, and appropriate strategies based on analysis of assessment data (Using the data analysis from Session 5 and the discussion of differentiating instruction, the intensity of intervention level—i.e. whole group, small group, one-on-one—and materials and strategies to meet the learners' needs will be discussed. Included in the discussion will be materials and strategies identified for use in the M-DCPS Academic Improvement Plans.

Assignment: Refer to the simulated assessment data presented in session After analyzing the data, write recommendations for grouping, intensity of instruction, level of intensity of intervention, curricular materials, and strategies to meet the learner's needs. Turn in the recommendations in Session 7.

Session 7 Discussion on the considerations in assessing the LEP student, to include current research on working with bilingual learners (Gunning, pp 513-520)

Assignment: Using Volume 38, Number 1 of *Reading Research Quarterly*, jigsaw the articles for presentation to the entire class.

Session 8 Presentation of the *Woodcock-Johnson Psychoeducational Battery—Revised* by the instructor or guest school psychologist on the criteria and/or considerations when formally assessing an exceptional learner and how to incorporate the reports into a practical classroom instructional tool

Assignment: Provide students with a sample Woodcock-Johnson report to analyze data and develop a summary of the strengths and weaknesses reported using classroom language.

Session 9 Discussion of essential elements and uses of portfolios to monitor learner progress (Vacca et al., pp. 546-554) (Reading process measures—video, tape, goal formation, etc.—and reading product measures—retellings, learning logs, readers theatre, etc.—will be included when discussing the criteria for selecting materials for the portfolios. The metacognitive measures that learners can use to monitor their progress will also be discussed, as in Rhodes, pp. 45-53.

Assignment: Create portfolios for two previously assessed learners. Include the learners' metacognitive measures regarding their learning process, the value of their work, and the reason for inclusion of the samples in the portfolio. Turn in the portfolios in Session 10.

Session 10 Culmination and review (Revisit the portfolio discussion. Share in small groups the portfolios with the materials that have been collected so far.)

Assignment for Demonstration of Accomplishment: Continue gathering materials to add to the learners' portfolios. The materials should document the learners' reading progress. The completed learners' portfolios will be submitted in the practicum course. Complete a summary reflection of this assignment. Include personal insights that you gained and instructional implications for the learners. Note: Sessions may be divided or combined depending on TEC scheduling.

EVALUATION PROCEDURES

1. Participants will demonstrate knowledge of specific objectives as evidenced by successfully completing course assignments.
2. Participants will complete the standard component evaluation form supplied by the Teacher Education Center.

FIELD EXPERIENCE AND TECHNOLOGY

Students will work with student subjects to meet the course requirements and utilize technology as appropriate.

METHOD OF DELIVERY

The primary methods of instruction include lecture, demonstration/modeling, video presentations, on-line activities, field experiences, discussion, individual studies, cooperative group studies, action research and other.

REQUIRED TEXTS

Burns, P.C., & Roe, B.D. (2002). *Informal reading inventory: Preprimer to twelfth grade* (6th ed.). Boston: Houghton Mifflin.

Gunning, T.G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston: Allyn & Bacon.

Shanker, J.L., & Ekwall, E.E. (2003). *Locating and correcting reading difficulties* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Vacca, J.L., Vacca, R., & Gove, M. (2000). *Reading and learning to read* (4th ed.). New York: Longman.

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Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore: Paul H. Brookes.

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COMPONENT TITLE: FOUNDATIONS AND APPLICATION OF DIFFERENTIATED INSTRUCTION IN READING
(60 Master Plan Points)

GENERAL OBJECTIVES

This component provides teachers with a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations. This component provides teachers with knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling readers, including students with disabilities and from diverse populations.

Teachers participating in this component will focus on all diverse learners, including those with limited English proficiency (LEP), students with disabilities, basic general education students, and struggling readers.

SPECIFIC OBJECTIVES

The participant will be able to:

(Foundations of Differentiation)

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.
4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading and LEP students.
8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. Select appropriate materials that address cultural and linguistic differences.

10. Identify structures and procedures for monitoring student reading progress

(Application of Differentiated Instruction)

11. Apply knowledge of scientifically-based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
12. Apply research-based practices and materials for preventing and accelerating both language and literacy development.
13. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
14. Apply research-based instructional practices for developing students' phonemic awareness.
15. Apply research-based instructional practices for developing students' phonics skills and word recognition.
16. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
18. Apply research-based instructional practices for developing students' critical thinking skills.
19. Apply research-based instructional practices for facilitating reading comprehension.
20. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
21. Identify instructional strategies to facilitate students' metacognitive skills in reading.
22. Identify reliable and valid assessment procedures to validate instructional applications.
23. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

DESCRIPTION OF ACTIVITIES

*These assignments will become part of your ongoing demonstration of accomplishments (Competency 6).

Session 1 Course Overview and Expectations

Language Acquisition & Cognitive Development

Assignment: Read Gunning, pp. 10-12 and pp. 151-153.

*Assignment: Content Frame: In small groups of 3 or 4, using information from Gunning, develop a frame incorporating the stages of reading development, language development, and cognitive development for learners of different age groups (primary, intermediate, secondary levels) and abilities.

*Assignment: Researcher Report: Prepare a written report and brief oral presentation about a researcher in the area of reading. Content should include, but not necessarily be limited to, a biography, his/her significant research, and implications for practice in elementary (K-5), secondary (6-12), and ESOL and ESE (K-12). Reports are to be submitted during Session 4.

Assignment: Intervention Presentations: M-DCPS recognizes a variety of interventions designed for students who perform well below expectations in reading. Interventions include, but need not be limited to, SOAR to Success, America Reads (elementary), America Reads (secondary), Learning 100, Read 180, and Guided Reading. Prepare a small group presentation discussing and demonstrating the salient features of these interventions.

*Assignment: Reflective Journal: In a notebook reserved for this purpose, you will reflect and comment upon the topics covered in this course and make connections to your classroom. For this session, complete an entry about the diverse learners in your class in terms of their stages of reading, language, and cognitive development.

Session 2 Introduction to Reading Difficulties

Assignment: Read Gunning, Chapter 2

Assignment: Case Studies for Tutorial: Bring to class the case study completed for Foundations of Assessment. This is to be used for implementing the tutorial required for this course. Working in small groups of 3 or 4, relate the salient features of the case studies to the group. Brainstorm approaches to designing a program for remediation of the deficits indicated by the assessments.

*Assignment: Tutorial Project Requirements: Identify and administer intervention strategies; determine expected achievement and discrepancies; plan an ongoing and consistent series of tutoring/intervention sessions to include phonemic awareness, emergent and advanced phonics, fluency development, vocabulary development, and comprehension of texts; prepare lesson plans, reflective learning log entries, and interim reports; provide remediation that results in improved achievement and the attainment of learning goals (minimum 12 tutoring sessions); write remediation, progress, and termination reports.

Assignment: Intervention Notebook: Include the following required items: student profiles, goals for tutoring sessions, lesson logs, lesson planner, introduction interview, questionnaires, books read together, session reflections (tutor and tutee), time sequence for each session, communications with tutee's

classroom teacher(s), interim progress report, termination report, and other forms and information as appropriate. (See *The Reading Tutor's Handbook*.)

Assignment: *America Reads/ICU*: Conduct a text walk through *America Reads M-DCPS Primary Tutorial Program* and *America Reads M-DCPS Intermediate Tutorial Program*. The text walk should include, but not be limited to, presentation and discussion of the contents of each chapter and information on the implementation of this tutoring program in schools.

Assignment: Reflective Journal: Complete an entry on factors involved in reading and writing difficulties.

Session 3 Strategies for Word Recognition and Comprehension

Assignment: Read Gunning, Chapter 11; Shanker & Ekwall, Chapters 13 and 21.

Assignment: Tutorial/Remediation Implementation Plan: Submit for small group discussion and critique, your tutoring plans. These plans will include all of the sections described above (Session 2). These plans are to be considered "final" and will be the guide for delivery of tutoring services. This plan will be included in your intervention notebook.

*Assignment: Making Big Words: Follow the procedures outlined in *Making Big Words*. Discuss the educational rationale and demonstrate with two or three example lessons. In small groups, practice the strategy with "big words" of your choosing. (Note: This strategy can also be practiced with pieces of postage stamp-sized scrap paper upon which students copy the letters. They then arrange and rearrange the pieces according to directions.)

*Assignment: Reflective Journal: Complete an entry on the applicability of *Making Big Words* to various content areas.

Session 4 Difficulties in Reading Development

Assignment: Read Gunning, Chapter 7 and pp. 288-294.

*Assignment: Present oral researcher reports and submit written researcher reports (see Session 1). If class time permits, develop a timeline indicating the "influence period" of each researcher.

Assignment: In small groups, construct a content frame outlining features of Individuals with Disabilities Education Act (IDEA), Title I, LULAC et al. Consent Decree, and No Child Left Behind.

Assignment: Reflective Journal: Complete an entry on fluency in the classroom (S. J. Samuels).

Session 5 Instructional Accommodations

Assignment: Read Gunning, pp. 20-23; Shanker & Ekwall, Chapters 5-9 and 14-16; Bos & Vaughn, pp. 99-103 and pp. 296-303.

Assignment: Continue presenting the researcher reports.

Assignment: Present Intervention Reports (see Session 1).

*Assignment: Given a section from a textbook, prepare a lesson, or series of activities, that provide accommodations for LEP students and students with disabilities. The lesson, or activities, should consider the language acquisition characteristics and level of oral proficiency of the learners. The teacher should provide students with text appropriate to their teaching levels and the cultural and linguistic differences of the learners.

Assignment: Reflective Journal: Complete an entry on inclusion of learners with exceptional needs and from diverse populations.

Session 6 Setting Goals and Monitoring Progress

Assignment: Read Gunning, pp. 63-70, 106-111, and 136-138; Bos & Vaughn, pp. 23-25 and 303-311.

Assignment: Deliver a brief (3-5 minutes) update on your tutorial project detailing learner progress and advancement toward goals. The instructor and students will provide feedback and may be asked for suggestions.

*Assignment: Design a progress and monitoring instrument for use in your tutorial project and/or your classroom.

NOTE: For activities in Session 7, the students will need a textbook or teacher's edition from their classes.

*Assignment: Reflective Journal: Complete an entry on monitoring student progress using reliable, valid assessment procedures.

Session 7 Planning for Reading Instruction and Vocabulary

Assignment: Read Gunning, Chapters 10 and 11.
(A CRISS awareness presentation should be conducted by a certified CRISS trainer. Should the instructor be uncertified, arrangements should be made for a guest presenter who is.)

Assignment: Considering the components of the *Comprehensive Reading Plan (CRP)*; *Comprehensive Reading Plan Companion, K-2*; *The CRP Companions, Grades 3-5*; *Reading 2000*; *CRISS Awareness*; *Reading Works!*; *Wild About Words*, and *C.O.R.E. (Creating Opportunities for Reading Excellence)*, prepare a unit plan, to include graphic organizers, which will be applicable to your classroom and/or subject areas.

Assignment: Reflective Journal: Complete an entry on school-wide vocabulary improvement.

Session 8 Phonemic Awareness, Phonics, and Word Recognition

Assignment: Read Gunning, pp. 38-44 and Chapters 7 and 8; Shanker & Ekwall, pp. 25-32, Part Four, and pp. 187-188.

*Assignment: Jigsaw Chapter 1 of *Phonemic Awareness in Young Children*.

*Assignment: In small groups, present an activity from each of the following chapters of *Phonemic Awareness in Young Children*: Listening Games, Rhyming, Words and Sentences, Awareness of Syllables, Initial and Final Sounds, and Phonemes. These activities may be augmented with material from *Early Literacy Assessments & Teaching Strategies*.

Assignment: Reflective Journal: Complete an entry on emergent literacy.

Session 9 Vocabulary, Critical Thinking Skills, and Metacognition

Assignment: Read Gunning, pp. 335-352, p. 370, p. 383, pp. 374-377, and Chapter 12; Shanker & Ekwall, pp. 141-151 and 157-164; CRISS Manual, pp. 41-44.

Assignment: Evaluate the activities in *Wild About Words* in terms of the depth of understanding achieved by learners who complete each exercise. Present your findings as a rank from one to ten, with "one" being an initial, shallow knowledge of the word and "ten" being a deep understanding of the word's concept.

*Assignment: Create QARs on a piece of text supplied by the instructor and demonstrate the importance of higher-order questions and answers (Bloom's Taxonomy) in critical thinking and in clarifying the relationship between questions and answers.

Assignment: Discuss the use of learning logs and reflective writings throughout instruction to promote an awareness of metacognition.

*Assignment: Reflective Journal: Complete an entry addressing higher-order thinking, vocabulary, and metacognition in the classroom.

Session 10 Facilitating Reading Comprehension

Assignment: Read Gunning, pp. 340-344 and 353-396; Shanker & Ekwall, pp. 153-183.

Assignment: Demonstrate the presentation of a lesson using Reciprocal Teaching techniques.

Assignment: Present your termination reports in small groups.

*Assignment: Reflective Journal: Complete an entry on this course. What have you learned? What do you need to learn?

Note: Sessions may be divided or combined depending on TEC scheduling.

EVALUATION PROCEDURES

1. Participants will demonstrate knowledge of specific objectives as evidenced by successfully completing course assignments.
2. Participant will satisfactorily complete all assignments.
3. Participant will complete the standard component evaluation form supplied by the Miami-Dade/Monroe Teacher Education Center.

FIELD EXPERIENCE AND TECHNOLOGY

Students will work with student subjects to meet the course requirements and utilize technology as appropriate.

METHOD OF DELIVERY

The primary methods of instruction include lecture, demonstration/modeling, video presentations, on-line activities, field experiences, discussion, individual studies, cooperative group studies and other.

REQUIRED TEXTS

Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston: Allyn & Bacon.

Shanker, J. L., Ekwall, E. E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Pearson Education.

COMPONENT IDENTIFIER NUMBER: 2-013-327

COMPONENT TITLE: DEMONSTRATION OF ACCOMPLISHMENT IN READING (PRACTICUM)
(60 Master Plan Points)

(Pre-requisite: Successful completion of 4 add-on certification component courses for Reading Endorsement.)

GENERAL OBJECTIVE

The purpose of this component is to provide individuals seeking Reading Endorsement with practical experience through a supervised practicum which examines their knowledge and skills in reading development and instruction. Participants will provide sufficient evidence of increased student reading proficiency, including students with disabilities and students from diverse populations.

SPECIFIC OBJECTIVES

The participant will be able to:

1. Apply knowledge of language development, literacy development, and assessment to instructional practices.
2. Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
3. Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition.
4. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
5. Demonstrate knowledge of research-based practices for developing both meaningful and specialized content area vocabulary.
6. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
7. Demonstrate knowledge of instruction to facilitate students' meta-cognitive efficiency in reading.
8. Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills.
9. Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
10. Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading and LEP students.

11. Demonstrate instructional skill in working with LEP students who are at different levels of oral proficiency.

12. Demonstrate knowledge of creating both language-rich and print-rich environments.

DESCRIPTION OF ACTIVITIES

This is a supervised practicum that is ongoing over a 10-week period. Throughout this timeframe and under the guidance of a supervisor/instructor with reading expertise, the participant(s) will be engaged in clinical experiences and will be responsible for each of the following:

1. Identifying a specified number of students for case study, each with instructional needs in different reading components, through the use of reliable and valid screening and diagnostic assessment results;
2. Developing comprehensive lesson plans that align with the reading instructional needs of each of these students based upon reliable and valid reading assessment results;
3. Tracking reading development of these students throughout this timeframe using valid measures; and
4. Generating valid evidence of gains in reading proficiency of these students.

Under the instructor's supervision, participant(s) will be expected to maintain a clinical portfolio and to document assessment and instructional activities throughout the course of the practicum experience. The instructor will evaluate the clinical portfolio(s) for each of the following:

1. Appropriate use and interpretation of all instructional assessments;
2. Appropriate application of reading instruction based upon assessment data results;
3. Application of appropriate differentiated instruction to meet diverse student reading needs;
4. Appropriate use of reading resources and strategies;
5. Appropriate and sufficient amount and quality of items included in the clinical portfolio; and
6. Collective evidence of student reading gains.

EVALUATION PROCEDURES

1. Participants will demonstrate knowledge of specific objectives, and impact on improving student reading gains and performance, as evidenced by submission of a clinical portfolio.
2. Participant will satisfactorily complete all assignments.
3. Participant will complete the standard component evaluation form supplied by the Teacher Education Center.

FIELD EXPERIENCE AND TECHNOLOGY

Throughout the duration of this practicum participants will work with student subjects to meet the course requirements and utilize technology as appropriate.

METHODS OF DELIVERY

The primary methods of instruction include field experiences, discussion, individual studies, and cooperative group studies.