

**PROFESSIONAL DEVELOPMENT PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**READING**

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The

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**I. Program Title:**

Panhandle Area Educational Consortium Add-on Program for K-12 Reading Endorsement

**II. Program Rationale and Purpose:**

Strategically located in the center of Florida’s Great Northwest, the Panhandle Area Educational Consortium (PAEC) is a regional educational service agency owned by its fourteen member school districts. PAEC is committed to increasing student growth and achievement in Florida’s Panhandle.

The diversity of PAEC member districts is reflected by the varying achievement levels of students across the region. For example, some member districts outperform most of the state while others fall well below performance expectations. In examining 2003 FCAT reading scores, districts range from only 5% level one readers to over 50% of students being level one readers (see Table A). In all cases, secondary students do not perform as well as elementary students, with some districts finding that nearly 60% of their high school students are level one readers. The need for all teachers to move toward effective reading instruction is dire, especially in these districts.

**TABLE A: 2003 FCAT Reading-% in achievement level (taken from FDOE Website)**

| Grade 03   |    |    | Grade 06   |    |    | Grade 09   |    |    |
|------------|----|----|------------|----|----|------------|----|----|
| Level      | 1  | 2  | Level      | 1  | 2  | Level      | 1  | 2  |
| Calhoun    | 15 | 12 | Calhoun    | 21 | 21 | Calhoun    | 27 | 35 |
| Franklin   | 19 | 21 | Franklin   | 30 | 17 | Franklin   | 45 | 27 |
| Gadsden    | 27 | 22 | Gadsden    | 50 | 22 | Gadsden    | 69 | 21 |
| Gulf       | 15 | 19 | Gulf       | 22 | 20 | Gulf       | 35 | 31 |
| Holmes     | 25 | 15 | Holmes     | 25 | 17 | Holmes     | 46 | 25 |
| Jackson    | 19 | 11 | Jackson    | 26 | 19 | Jackson    | 37 | 32 |
| Jefferson  | 29 | 24 | Jefferson  | 51 | 21 | Jefferson  | 59 | 18 |
| Liberty    | 18 | 14 | Liberty    | 22 | 16 | Liberty    | 50 | 22 |
| Madison    | 37 | 17 | Madison    | 36 | 24 | Madison    | 65 | 19 |
| Taylor     | 20 | 15 | Taylor     | 27 | 20 | Taylor     | 50 | 26 |
| Wakulla    | 9  | 10 | Wakulla    | 17 | 20 | Wakulla    | 33 | 35 |
| Walton     | 18 | 12 | Walton     | 21 | 18 | Walton     | 37 | 28 |
| Washington | 19 | 15 | Washington | 27 | 17 | Washington | 36 | 32 |
| FSU SCH    | 8  | 12 | FSU SCH    | 7  | 17 | FSU SCH    | 23 | 30 |
| Grade 04   |    |    | Grade 07   |    |    | Grade 10   |    |    |
| Level      | 1  | 2  | Level      | 1  | 2  | Level      | 1  | 2  |
| Calhoun    | 18 | 13 | Calhoun    | 16 | 27 | Calhoun    | 22 | 32 |
| Franklin   | 20 | 14 | Franklin   | 40 | 22 | Franklin   | 41 | 35 |
| Gadsden    | 32 | 21 | Gadsden    | 47 | 27 | Gadsden    | 65 | 26 |
| Gulf       | 23 | 13 | Gulf       | 21 | 18 | Gulf       | 25 | 34 |
| Holmes     | 22 | 10 | Holmes     | 23 | 30 | Holmes     | 32 | 37 |
| Jackson    | 18 | 19 | Jackson    | 21 | 24 | Jackson    | 34 | 33 |
| Jefferson  | 37 | 26 | Jefferson  | 44 | 26 | Jefferson  | 50 | 35 |
| Liberty    | 16 | 20 | Liberty    | 18 | 24 | Liberty    | 32 | 27 |
| Madison    | 40 | 16 | Madison    | 43 | 27 | Madison    | 45 | 31 |
| Taylor     | 25 | 16 | Taylor     | 29 | 25 | Taylor     | 43 | 27 |
| Wakulla    | 11 | 13 | Wakulla    | 22 | 21 | Wakulla    | 25 | 39 |
| Walton     | 19 | 15 | Walton     | 23 | 21 | Walton     | 33 | 31 |
| Washington | 17 | 14 | Washington | 16 | 20 | Washington | 36 | 29 |
| FSU SCH    | 5  | 5  | FSU SCH    | 9  | 20 | FSU SCH    | 15 | 37 |

| Grade 05   |    |    | Grade 08   |    |    |  |  |  |
|------------|----|----|------------|----|----|--|--|--|
| Level      | 1  | 2  | Level      | 1  | 2  |  |  |  |
| Calhoun    | 18 | 22 | Calhoun    | 18 | 21 |  |  |  |
| Franklin   | 28 | 19 | Franklin   | 30 | 36 |  |  |  |
| Gadsden    | 40 | 24 | Gadsden    | 43 | 32 |  |  |  |
| Gulf       | 23 | 11 | Gulf       | 22 | 23 |  |  |  |
| Holmes     | 26 | 18 | Holmes     | 26 | 26 |  |  |  |
| Jackson    | 20 | 18 | Jackson    | 25 | 26 |  |  |  |
| Jefferson  | 51 | 19 | Jefferson  | 49 | 32 |  |  |  |
| Liberty    | 23 | 19 | Liberty    | 26 | 29 |  |  |  |
| Madison    | 19 | 22 | Madison    | 35 | 25 |  |  |  |
| Taylor     | 20 | 18 | Taylor     | 29 | 28 |  |  |  |
| Wakulla    | 6  | 12 | Wakulla    | 22 | 27 |  |  |  |
| Walton     | 17 | 16 | Walton     | 21 | 25 |  |  |  |
| Washington | 23 | 15 | Washington | 23 | 31 |  |  |  |
| FSU SCH    | 5  | 18 | FSU SCH    | 7  | 27 |  |  |  |

The charter and mission of PAEC provide ideal positioning for the development of highly qualified teachers who are skilled in helping all students achieve at high levels. The fourteen member districts look to PAEC to provide exemplary professional development and rely on PAEC to develop and maintain their Master Inservice Plan. PAEC’s FloridaLearns Academy is an exemplary model of professional development delivery that includes the Florida Education Channel broadcasting, online delivery through the PAEC website, and traditional face to face delivery mode, all managed through the electronic Professional Development Center (the ePDC).

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

### **III. Program Content/Curriculum:**

The competencies for this add-on reading endorsement program are aligned with Text Rule 6A-4.0292.

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

COMPETENCY 1: **Foundations in Language & Cognition** - Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

COMPETENCY 2: **Foundations of Research-Based Practices** - Understands 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.

COMPETENCY 3: **Foundations of Assessment** - Understands the role of assessments in guiding reading instruction and instructional decision-making.

COMPETENCY 4: **Foundations of Differentiation** - Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

COMPETENCY 5: **Application of Differentiated Instruction** - Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students.

COMPETENCY 6: **Demonstration of Accomplishment** - Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency.

### **Florida's Professional Development Protocol**

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

**There are certain activities in which program participants will need to engage to meet these objectives. The following activities will need to be included in a clinical experience:**

- **Working with students from among diverse groups of elementary and secondary readers:**
  - **Students reading at grade level**
  - **AIP students**
  - **ESE inclusion students**
  - **LEP students**
- **Assessment of student(s) to generate comprehensive student reading profiles**
- **Analysis of data**
- **Applications of appropriate instructional practices and resources to meet reading needs of students**
- **Tracking student ready development over time**
- **Use of differentiated reading instruction to meet needs of students with varying reading needs**

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

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

### **C. Nationally Recognized Guidelines:**

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

As a result, each course will be grounded in research which addresses the 5 elements of reading; appropriate uses of assessment for screening, diagnosis and progress monitoring; as well as research based initial instruction and immediate intensive intervention. Articles and/or portions of these documents as well as other resources listed in the bibliography will be used for group study and individual reflective writing and application. An action research component based on *Using Research and Reason in Education* will

begin in Competency 1 and be integrated throughout all courses, leading to the participants’ comfort and competence in action research in Competency 6.

#### **IV. Instructional Design and Delivery**

In order to adequately prepare participants for a successful clinical experience, the instructional design provides a framework that scaffolds participants from the foundational competencies, throughout the application competencies and toward the supervised practicum of Competency 6. This is accomplished by progressively increasing requirements for investigative activities as participants move through the competencies. Elements of the investigative activities will include a learning community approach and collaborative action research as appropriate to the competencies culminating in a supervised practicum.

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

- lesson plan design
- article review
- individual study and research-based practice reports
- reflection after viewing research-based practice
- reflection after viewing student assessment activity
- case study of struggling reader(s)
- action research

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

#### **A. Instructional Strands**

| <b>Component #</b> | <b>Inservice Points</b> | <b>Component Title</b>                                    | <b>Knowledge Acquisition Points</b> | <b>Investigative Activities Points</b> |
|--------------------|-------------------------|---|-------------------------------------|--|
| 01-013-501         | 60                      | Foundations in Language & Cognition                       | 45-48                               | 12-15                                  |
| 01-013-502         | 60                      | Foundations of Research-Based Practices                   | 45-48                               | 12-15                                  |
| 01-013-503         | 60                      | Foundations of Assessment                                 | 45-48                               | 12-15                                  |
| 01-013-504         | 60                      | Foundations and Application of Differentiated Instruction | 30-36                               | 24-30                                  |
| 01-013-505         | 60                      | Demonstration of Accomplishment                           |                                     | 60                                     |
|                    | <b>Total: 300</b>       |   |                                     |  |

In order to meet the diverse needs of the 14 member districts of PAEC, five tracts of study have been designed:

- Track 1: PAEC Add-on Reading Endorsement Course of Study
- Track 2: PAEC/ Performance Learning System Partnership Course of Study
- Track 3: PAEC/ Beacon Course of Study
- Track 4: PAEC/ Florida State University Partnership Course of Study
- Track 5: Individual Design combining elements of Tracks 1-4

Any other training offered and approved by the Florida Department of Education will count toward Track 5 of the PAEC Add-on Reading Endorsement. (See track 5, page 7)

The following matrix of Competencies and Tracks defines the mode of delivery for each competency within each Course of Study.

|                    | Track 1   | Track 2  | Track 3  | Track 4  | Track 5   |
|--------------------|---|--|--|--|---|
|                    | PAEC Offerings  | PLS  | Beacon   | FSU  | Individual Design   |
| Competency #1      | <i>PAEC Language and Cognition Course 1</i> will cover all Competency 1 indicators through a combination of distance learning and face-to-face modules                                      | <i>Reading to Learn</i>                            | <i>Foundations in Language &amp; Cognition – Parts 1 &amp; 2</i>         | <i>LAE 5932 Teaching Content Reading in Middle and High</i>  | Individual teachers, under the direction of district staff development directors, will have the opportunity to choose portions of Tracks 1-4 and/or PAEC approved district staff development activities as well as FDOE approved training activities to meet the requirements for an add-on reading endorsement. These individual courses of study will be approved and monitored by PAEC in order to ensure that all hour requirements are met and that mastery of all competencies/indicators has occurred. |
| Competency #2      | <i>FOR PD</i> offered by PAEC and/or district or state facilitators<br>Or a combination of distance learning and face to face modules   | <i>Learning to Read</i>                            | <i>Foundations of Research-Based Practices</i>                           | <i>RED 5147/4510 - Foundations of Developmental Reading</i>  |   |
| Competency #3      | <i>PAEC Reading Assessment Course 3</i> will cover all Competency 3 indicators through a combination of distance learning and face-to-face modules  | <i>Assessment for Today's Classroom</i>            | <i>Foundations of Assessment – Part 1 &amp; 2</i>                        | <i>EEX 5931 Foundations of Assessment</i>  |   |
| Competency #4 & #5 | <i>PAEC Foundations and Application of Differentiation Courses 4 &amp; 5</i> will cover all Competency 4 & 5 indicators through a combination of distance learning and face-to-face modules | <i>Differentiated Instruction for All Learners</i> | <i>Foundations of Differentiation and Application of Differentiation</i> | <i>EEX 5258 Advanced Reading Instruction for Students with Disabilities Foundations of Application of Differentiated Reading Instruction</i> |   |
| Competency #6      | All Reading Endorsement Candidates in all tracts will complete the <i>PAEC Supervised Practicum</i> that will require documentation of mastery of all reading endorsement indicators.       |  |  |  |   |

**B. Training Components:**

**COMPONENT NUMBER**

01-013-501

**1. TITLE**

Reading Foundations in Language & Cognition – Reading Endorsement Competency 1

**2. DEPARTMENT SPONSOR**

PAEC Professional Development Center

**3. COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

**4. ELIGIBLE PARTICIPANTS**

Administrators  
Instructional Staff  
School Related Personnel

**5. POINT RANGE**

60 points

**6. PRIMARY PURPOSE**

Add-on Certification

**7. PRIMARY DELIVERY METHOD**

Varied

**8. FOLLOWUP**

Varied

**9. OVERALL GOAL/GENERAL OBJECTIVE**

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

Upon successful completion of this component, participants seeking reading endorsement will be able to demonstrate through small group, on-site demonstration and projects, portfolios, products, and participation in supervised practice with peers, substantive knowledge of language structure and function and cognition for each of the five major components (phonemic awareness, phonics, comprehension, vocabulary, and fluency) of the reading process.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on pages 22-23 of this document.

## 10. SPECIFIC OBJECTIVES

The participant will:

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 written and oral discourse patterns (e.g., language & dialect differences).
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).
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.
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.).
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).
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.

## 11. ACTIVITIES

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

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

- lesson plan design
- article review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- conduct clinical interview(s) to begin a portfolio of reading profiles

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

## **12. EVALUATION**

- Pre/Post Test
- Rubric/Checklist for Performance/Product Based Assessment
- Observation by Peer or Colleague
- Participant Portfolio

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 22-23 of this document.

**COMPONENT NUMBER**

01-013-502

**1. TITLE**

Reading Foundations of Research-Based Practices – Reading Endorsement Competency 2

**2. DEPARTMENT SPONSOR**

PAEC Professional Development Center

**3. COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

**4. ELIGIBLE PARTICIPANTS**

Administrators  
Instructional Staff  
School Related Personnel

**5. POINT RANGE**

60 points

**6. PRIMARY PURPOSE**

Add-on Certification

**7. PRIMARY DELIVERY METHOD**

Varied

**8. FOLLOWUP**

Varied

**9. OVERALL GOAL/GENERAL OBJECTIVE**

One of five components leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding that the responsibility of reading instruction is to build the reading process for student engagement in both fluent decoding of words and construction of meaning.

Upon successful completion of this component, participants seeking reading endorsement will through small group, on-site projects and demonstration, portfolios, products, and participation in supervised practice with peers, 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.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on pages 22-23 of this document.

## 10. SPECIFIC OBJECTIVES

The participant will:

1. Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation).
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).
3. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater).
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).
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).
6. Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading) including technology-based practices.
7. Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn).
8. Identify resources and research-based practices that create language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks).
9. Understand research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

## 11. ACTIVITIES

In the knowledge acquisition portion of Competency 2, participants will be actively engaged in research-based content designed to inform participants of exemplary instructional practices in reading instruction and an understanding of the reading process, and to provide them with instructional strategies and techniques for improving students' reading at all grade levels. Florida-On-Line Reading Professional Development (FOR-PD) is one possible delivery model.

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

- lesson plan design
- article review
- individual study and report on research-based practice
- reflective writing after viewing research-based practice
- tutor a student

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

## 12. EVALUATION

- Pre/Post Test
- Rubric/Checklist for Performance/Product Based Assessment

- Participant Portfolio

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 22-23 of this document.

**COMPONENT NUMBER**

01-013-503

**1. TITLE**

Reading Foundation of Assessment – Reading Endorsement Competency 3

**2. DEPARTMENT SPONSOR**

PAEC Professional Development Center

**3. COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

**4. ELIGIBLE PARTICIPANTS**

Administrators  
Instructional Staff  
School Related Personnel

**5. POINT RANGE**

60 points

**6. PRIMARY PURPOSE**

Add-on Certification

**7. PRIMARY DELIVERY METHOD**

Varied

**8. FOLLOWUP**

Varied

**9. OVERALL GOAL/GENERAL OBJECTIVE**

One of five components leading to reading endorsement (K-12), this component is designed to provide teachers seeking reading endorsement with an understanding of the administration and interpretation of reliable and valid instructional assessments in order to better prevent, identify, and remediate reading difficulties.

Upon successful completion of this component, participants seeking reading endorsement will through small group, on-site projects and demonstration, portfolios, products, and participation in supervised practice with peers, be able to select, administer, score, and interpret a variety of instructional assessments (formal and informal), organize the data, and use the data to guide instruction and monitor progress of all students.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on pages 22-23 of this document.

**10. SPECIFIC OBJECTIVES**

The participant will:

1. Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Understand the role of assessment in planning instruction to meet student learning needs.

3. Interpret students' formal and informal test results.
4. Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
5. Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests.
6. 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) including technology-based assessment tools.
7. Analyze data to identify trends that indicate adequate progress in student reading development.
8. Understand how to use data to differentiate effective instruction (grouping strategies, intensity of instruction: ii vs. iii)
9. Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
10. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
11. Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students.
12. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.
13. Communicate effectively results of assessment to individuals and groups.

## 11. ACTIVITIES

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

The investigative activities will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. In addition to reviewing FCAT data, participants will use a variety of screening, diagnosis and progress monitoring instruments to assess student progress throughout this component. These assessments may include, but are not limited to DIBELS, Gates-McGinitie, Stanford 9, Woodcock Johnson, Slosson Oral Reading Test and Peabody Picture Vocabulary Edition 3. Student outcome measures gleaned from component assessment will be included as part of the program evaluation data. Investigative activities may be collaborative and include, but are not limited to:

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

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

## **12. EVALUATION**

- Pre/Post Test
- Rubric/Checklist for Performance/Product Based Assessment
- Observation by Peer or Colleague
- Video tape/Audio Tape
- Participant Portfolio

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 22-23 of this document.

**COMPONENT NUMBER**

01-013-504

1. **TITLE**  
Reading Foundations and Applications of Differentiated Instruction Reading Endorsement Competencies 4 & 5
2. **DEPARTMENT SPONSOR**  
PAEC Professional Development Center
3. **COMPONENT COORDINATOR**  
PAEC Professional Development Center Coordinator
4. **ELIGIBLE PARTICIPANTS**  
Administrators  
Instructional Staff  
School Related Personnel
5. **POINT RANGE**  
60 points
6. **PRIMARY PURPOSE**  
Add-on Certification
7. **PRIMARY DELIVERY METHOD**  
Varied
8. **FOLLOWUP**  
Varied
9. **OVERALL GOAL/GENERAL OBJECTIVE**  
One of five components leading to reading endorsement (K-12), this offers understanding of how to prescribe, differentiate instruction, and use appropriate strategies and materials based scientifically based research to address the prevention, identification, and remediation of reading difficulties to increase performance.

Upon successful completion of this component, participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations; they will know instructional research-based methodology to prevent reading difficulties and accelerate progress for struggling students.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on pages 22-23 of this document.

## 10. SPECIFIC OBJECTIVES

### ***Foundations of Differentiation:***

The participant will:

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, exceptional, and diverse populations.
4. Identify stages of reading development for diverse learners, including mainstream students, LEP students and students with disabilities.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading 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. Identify a wide range of curriculum materials in research-based effective reading instruction for learners at various stages of decoding and writing development and different cultural and linguistic backgrounds.
10. Select appropriate materials that address cultural and linguistic differences.
11. Identify structures and procedures for monitoring student reading progress.

### ***Application of Differentiated Instruction:***

The participant will:

1. Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension).
2. Apply research-based practices and materials for preventing and accelerating both language and literacy development.
3. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
4. Apply research-based instructional practices for developing students' phonemic awareness.
5. Apply research-based instructional practices for developing students' phonics skills and word recognition.
6. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
7. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
8. Apply research-based instructional practices for developing students' critical thinking skills.
9. Apply research-based instructional practices for facilitating reading comprehension.
10. Apply knowledge of language to instruction in working with LEP students who are at different levels of oral proficiency.
11. Apply instructional strategies to facilitate students' metacognitive skills in reading.
12. Identify reliable and valid assessment procedures to validate instructional applications.
13. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

## **11. ACTIVITIES**

In the knowledge acquisition portions of Competency 4 and Competency 5, participants will be actively engaged in research-based content designed to develop broad knowledge of students from differing profiles, including students with disabilities, LEP students, and students from diverse populations and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. Topics will include different student reading profiles across the grade levels, flexible grouping for differentiated instruction, diverse student populations and instructional accommodations.

The investigative activities for these competencies will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs.

Investigative activities may be collaborative and include, but are not limited to:

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

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

## **12. EVALUATION**

- Pre/Post Test
- Rubric/Checklist for Performance/Product Based Assessment
- Observation by Peer or Colleague
- Participant Portfolio

Note: Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 22-23 of this document.

## **COMPONENT NUMBER**

01-013-505

### **1. TITLE**

Reading Demonstration of Accomplishment (Practicum) - Reading Endorsement Competency 6

### **2. DEPARTMENT SPONSOR**

PAEC Professional Development Center

### **3. COMPONENT COORDINATOR**

PAEC Professional Development Center Coordinator

### **4. ELIGIBLE PARTICIPANTS**

Administrators

Instructional Staff

School Related Personnel

### **5. POINT RANGE**

60 points

### **6. PRIMARY PURPOSE**

Add-on Certification

### **7. PRIMARY DELIVERY METHOD**

Supervised Practicum

### **8. FOLLOWUP**

Varied

### **9. OVERALL GOAL/GENERAL OBJECTIVE**

One of five components leading to reading endorsement (K-12), this component is a supervised practicum providing participants seeking reading endorsement with practical experience in providing evidence of increases in student reading performance 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.

Upon successful completion of this component, participants seeking reading endorsement will apply knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on pages 22-23 of this document.

### **10. SPECIFIC OBJECTIVES**

The participant will:

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' metacognitive 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.

## 11. ACTIVITIES

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

Each practicum participant will be under the supervision of highly qualified PAEC and/or district experts in scientifically research based reading instruction. The practicum supervisor must be certified in reading or have completed the five required courses for the reading endorsement, or have a minimum of three years successful experience as a reading specialist or in a comparable reading/leadership position. The work of the practicum supervisors will be supported and supplemented by the peer coaching element of this component.

The Practicum process PAEC will implement includes:

- Two days of peer coaching
- One day of "Videotaping and The Writing Process" to include descriptive, analytical and reflective writing
- Practicum participants will then apply knowledge and skills learned in Components 1 through 5 in a classroom setting with diverse and struggling readers over a 10 to 12 week period (a minimum of 36 hours of student contact time). Sessions may be in the context of a summer reading camp, an after school tutoring program, a clinical session within the school day, or other settings as appropriate
- Videotaping and written commentaries of applied classroom lessons integrating each and every competency will be completed and added to a practicum portfolio.
- Upon the completion of each video, participants will meet with their coach and/or their practicum supervisor to process learnings from their classroom applications. Documentation of competency demonstration will be based on these video tapes and summative evidence of significant student achievement gains.

Tracks 1-5 will progress through the reading endorsement process in cohort groups. Videotapes and written commentaries will be transferred to CD-ROM and included in portfolios for back-up documentation to be maintained and stored by PAEC. These portfolios will be available for use as resources to educators throughout Florida and the United States, through the FloridaLearns Academy structure, demonstrating exemplary reading lessons and practices.

As evidence of competence, the participant portfolio will include:

- educational plans that align with the reading instructional needs of specific students based on reliable and valid reading assessment results.
- records that track the progress of readers with varying profiles using valid monitoring instruments.
- evidence of reading proficiency gains by readers with varying profiles.
- videotapes and written commentaries of applied classroom lessons

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

## 12. EVALUATION

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

Specific identifiers are aligned to evaluation measures and can be found in the Matrix on pages 22-23 of this document.

### C. Matrix:

| Competency Number | Component Number | Specific Objective Number   | Method of Competency Demonstration   |
|-------------------|------------------|---|--|
| 1                 | 01-013-501       | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12<br>13<br>14<br>15<br>16<br>17 | The participants will demonstrate mastery at or above an 80% level for Competency 1 through multiple activities which may include: <ul style="list-style-type: none"> <li>• Pre/Post Test (1-9, 13, 14)</li> <li>• Rubric/Checklist for Performance/Product Based Assessment (11, 15-17)</li> <li>• Observation by Peer or Colleague (10)</li> <li>• Participant Portfolio (12)</li> </ul> |
| 2                 | 01-013-502       | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9   | The participants will demonstrate mastery at or above an 80% level for Competency 2 through multiple activities which may include: <ul style="list-style-type: none"> <li>• Pre/Post Test (6-8)</li> <li>• Rubric/Checklist for Performance/Product Based Assessment (9)</li> <li>• Participant Portfolio (1-5, 8)</li> </ul>  |
| 3                 | 01-013-503       | 1<br>2<br>3   | The participants will demonstrate mastery at or above an 80% level for Competency 3 through multiple activities which may include:   |

|         |            |  |   |
|---------|------------|--|---|
|         |            | 4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12<br>13   | <ul style="list-style-type: none"> <li>• Pre/Post Test (1-5, 11)</li> <li>• Rubric/Checklist for Performance/Product Based Assessment (7)</li> <li>• Observation by Peer of Colleague (6, 8, 12-13)</li> <li>• Video tape/Audio Tape (9)</li> <li>• Participant Portfolio (10)</li> </ul>   |
| 4 and 5 | 01-013-504 | <b>Comp. 4</b><br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br><b>Comp. 5</b><br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12<br>13 | <p>The participants will demonstrate mastery at or above an 80% level for Competencies 4 and 5 through multiple activities which may include:</p> <ul style="list-style-type: none"> <li>• Pre/Post Test (Comp. 4:11; Comp. 5:3, 12)</li> <li>• Rubric/Checklist for Performance/Product Based Assessment (Comp. 4:1-10; Comp. 5:13)</li> <li>• Observation by Peer or Colleague (Comp. 5:1-2, 4-11)</li> <li>• Participant Portfolio (Comp. 5:1-2, 4-11; anecdotal notes from observations/conferences)</li> </ul> |
| 6       | 01-013-505 | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12  | <p>The participants will demonstrate mastery at or above an 80% level for Competency 6 through multiple activities that will include:</p> <ul style="list-style-type: none"> <li>• a checklist documenting mastery of performance indicators completed during clinical conferences. (1-12)</li> <li>• a clinical portfolio (1-12)</li> </ul>  |

#### D. Instructors

Instructors will be selected based on the following criteria: five (5) years of successful experiences in reading instruction, strong knowledge of reading research and instructional decision making as it pertains to teaching reading, and effective teacher training/presentation skills and documented growth in student achievement results. Instructors will hold a Bachelor’s degree or higher with further study and training in the area of reading. Instructors will have successfully completed specialized training for the specific instructional components.

In addition, the practicum supervisor must be certified in reading or have completed the five required courses for the reading endorsement, or have a minimum of three years successful experience as a reading specialist or in a comparable reading/leadership position.

## **V. Completion Requirements**

### **A) Program Completion**

- 1) Teachers must complete all course requirements satisfactorily as outlined in the course design evaluation criteria. Participants will earn the 60 inservice points in each component for a total of 300 inservice points.
- 2) Equivalent or higher level college credit from an accredited institution of higher education may be used to satisfy component requirements. Approved reading endorsement three credit hour college courses can be converted to inservice points. An official college transcript must be provided by the applicant to the district Office of Certification.
- 3) Course completion will be verified by the district Office of Certification upon submission of the appropriate materials.

### **B) Competency Demonstration**

1. Each individual competency will be evaluated within the specific component as described in the course design evaluation criteria.
2. Using appropriate research-based instructional strategies, participants will demonstrate all program competencies as a requirement of program completion.
3. The evaluation of mastery at or above an 80% level will be determined by direct observation according to a checklist of performance indicators and the submission of a clinical portfolio or action research project.
4. Upon completion of all five components or the college course equivalent, participants will submit a completed form to the district Office of Certification for final approval and program verification.

### **C) Competency Verification**

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

## **VI. Program Evaluation**

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

|   | <b>Evaluation Questions</b>   | <b>PDEP Standard</b> | <b>Data Sources</b>                                 | <b>Instrumentation</b>   | <b>When?</b>   |
|---|---|----------------------|---|--|--|
| <b>Delivery</b>                           | <ul style="list-style-type: none"> <li>How many teachers satisfactorily completed the coursework required for Reading Endorsement?</li> </ul>   |                      | Program Instructors                                 | Descriptive data:<br># and % of completers<br># and % of out-of field  | Each semester  |
|   | <ul style="list-style-type: none"> <li>Did the instruction use learning strategies appropriate to the intended goal that apply knowledge of human learning including modeling of effective teaching practices?</li> </ul>   | 1.2.2                | Participant perception                              | Participant survey   | Annually   |
|   | <ul style="list-style-type: none"> <li>Was the content relevant to the needs of classroom teachers?</li> </ul>  | 1.2.1                | Participant perception                              | Participant survey   | Annually   |
| <b>Follow-up/<br/>Implementation</b>      | <ul style="list-style-type: none"> <li>Were acquired skills and knowledge transferred to classroom practice?</li> </ul>   | 1.3.1                | Administrator observation                           | Observation Checklist  | Ongoing with annual data compilation beginning Yr. 2 |
|   | <ul style="list-style-type: none"> <li>Were program participants offered ongoing support through school-based learning community activities, coaching, and/or web-based resources?</li> </ul>   | 1.3.2<br>1.3.3       | Program Participants<br>School /District<br>PD Plan | Focus Group<br>Document Review   | Annually   |
|   |   |                      |   |  |  |
| <b>Impact</b>                             | <ul style="list-style-type: none"> <li>What were the documented changes in student performance related to this training?</li> </ul>   | 1.4.2                | Student achievement documentation                   | Student Achievement Data including FCAT Reading scores and district assessments that may include DIBELS, Gates-McGinitie, Stanford 9, Woodcock Johnson, Slosson Oral Reading Test and/or Peabody Picture Vocabulary Edition 3. | Annually beginning Yr. 2                             |
|   | <ul style="list-style-type: none"> <li>Have program participants been encouraged and supported in conducting action research that studies student achievement as it relates to instructional practices developed through reading endorsement coursework?</li> </ul> | 1.4.4                | Participant artifacts & self report                 | Review of Action Research Projects   | Annually beginning Yr. 2                             |
| <b>Management/<br/>Cost Effectiveness</b> | <ul style="list-style-type: none"> <li>Are records of Component completion kept in an accurate and up-to-date manner?</li> </ul>  | 3.2.7                | District Artifacts                                  | Review of Administrative Records   | Annually   |
|   | <ul style="list-style-type: none"> <li>Has the program been reviewed for cost effectiveness?</li> </ul>   | 3.4.6                |   |  |  |
|   | <ul style="list-style-type: none"> <li>Have evaluation results been used to improve program design and implementation if indicated?</li> </ul>  | 3.4.5                |   |  |  |

## **VII. Management**

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

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

## **B. Application and Admission**

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

## **C. Advisement**

All in-service teachers required to complete the Reading Endorsement (Text Rule 6A-4.0292) by July 2006 will be identified and notified in writing of options for fulfilling the requirement by the individual district Office of Certification or other district office as appropriate. Interested applicants will be invited to a PAEC sponsored orientation concerning the Add-on Reading Endorsement. They will be given written information, and questions will be answered. PAEC will provide ongoing advisement on a plan of study, course offerings, endorsement requirements and progress toward program completion.

## **D. Attendance Requirements**

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

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

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

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

## **F. Certification of Completion**

When a participant completes all Reading Endorsement Requirements, thereby demonstrating mastery of competencies and specific indicators, the participant will notify PAEC through ePDC transcript. The PAEC Professional Development Center Coordinator shall then verify program completion using Form C, found in Appendix II, and forward it to the District Professional Development Director for submission to the FDOE.

## **VIII School Board Approval**

**Appendix I** Resources for Reading Endorsement Candidates

**Appendix II** Forms