

I. Program Title:

Saint Lucie County School District
Reading Endorsement Add-on Program

Developed in Collaboration with ACEE Region III Consortium

II. Program Rationale and Purpose:

It is recognized nationally that forty percent (40%) of the population has severe reading problems (NICHD). Along with the No Child Left Behind Act, the State of Florida has recognized this national issue by enacting Florida Text Rules 6A-4.0291, and 6A-4.0292 mandating requirements for teachers of reading. The law specifies that by July 2006, teacher certification for reading courses at the secondary level must include either a K-12 reading endorsement or K-12 reading certification. Also, teacher certification for courses coded as elementary reading requires options of K-12 reading endorsement, K-12 reading certification, or elementary education certification. In collaboration with Region III counties, Saint Lucie County school district has developed an inservice training program to help teachers satisfy this requirement and lead to the addition of an endorsement in reading.

It is expected that the endorsement will result in more teachers acquiring the appropriate skills and competencies to identify reading problems very early and to provide for required interventions and assistance to improve reading for all students. The program will ensure that highly qualified reading teachers will be available for students needing intensive reading instruction and, more generally, will raise the knowledge and skill level of all teachers with regard to the reading process.

III. Program Content/Curriculum:

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

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.

For each of the competencies, participants must demonstrate mastery of the course objectives to receive final inservice credit. Participant engagement in clinical activities is an integral part of the add-on program for the reading endorsement. Specific clinical activities include each of the following:

- Clinical interviews with students
- Administration of reliable and valid instructional reading assessments to include screening, diagnosis, and progress monitoring
- Data analysis of student reading assessment results
- Identification of source of student reading difficulties
- Application of appropriate instructional practices
- Monitoring of student reading progress with reliable and valid assessment tools and practices
- Action research activities
- Analysis of different reading profiles

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.

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)

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

A. Instructional Strands

Component #	Inservice Points	Component Title	Knowledge Acquisition Points	Investigative Activities Points
01-013-005	60	Foundations in Language & Cognition	45-48	12-15
01-013-006	60	Foundations of Research-Based Practices	45-48	12-15
01-013-007	60	Foundations of Assessment	45-48	12-15
01-013-008	30	Foundations of Differentiated Instruction	30-36	24-30
01-013-009	30	Application of Differentiated Instruction		
01-013-010	60	Demonstration of Accomplishment		60
	Total: 300			

B. Training Components

**Component Title: Foundations in Language and Cognition –
Reading Endorsement Competency 1**

Component Identifier Number: 01-013-005

Participants: Certified Personnel

Length of Time: 60 Hours

Inservice Points: Sixty inservice points will be awarded upon satisfactory completion of the objectives/activities described.

General Objective

The purpose of this component is to provide the opportunity to develop substantive knowledge of language structure, function and cognition for each of the five major components of the reading process. Upon successful completion of the component, participants will be able to: analyze and apply the basic concepts of phonology as they relate to language development; recognize and apply structural analysis as they relate to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the impact of different text structures on the construction of meaning.

Specific Objectives

The participants 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 affect 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

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. This training is based on Literacy Essentials for Teachers of Reading and Spelling (LETRS) by Dr. Louisa Moats, Modules 1-6 and Module 10. (See Training Options Matrix in Appendix)

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
- 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.

Evaluation Procedures

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities, which may include:

- pre/post test
- observation
- performance indicator (e.g., rubric/ checklist/ portfolio)
- product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Follow-up

This course will be offered as part of an ongoing program leading to a reading endorsement, which culminates in a supervised practicum. Participants will gain experience in implementing instructional strategies learned in this course and demonstrate attainment of all competencies. Follow-up will be provided through the ongoing support of program instructors and through the practicum supervisor.

**Component Title: Foundations of Research-Based Practices –
Reading Endorsement Competency 2**

Component Identifier Number: 01-013-006

Participants: Certified Personnel

Length of Time: 60 Hours

Inservice Points: Sixty inservice points will be awarded upon satisfactory completion of the objectives/activities described.

General Objective

The purpose of this component is to provide teachers the opportunity to develop understanding of the principles of scientific based reading research in scaffolding each of the major components of the reading process toward student mastery. Upon successful completion of the component, participants will be able to: identify and use explicit systematic instructional plans for scaffolding development of phonemic awareness skills, phonic skills, fluency progress, vocabulary development and comprehension reading strategies as well as integrate the use of major reading components in lessons.

Specific Objectives

The participants will:

1. identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.).
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. apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).
4. identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.).
5. 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.).
6. 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.).
7. identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.).

8. 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, etc).
9. 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.).
10. identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

Description of 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) will be provided to meet the requirements for this component. (See Training Options Matrix in Appendix)

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.

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

Evaluation Procedures

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

- pre/post test
- observation
- performance indicator (e.g., rubric/ checklist/ portfolio)
- product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Follow-up

This course will be offered as part of an ongoing program leading to a reading endorsement, which culminates in a supervised practicum. Participants will gain experience in implementing instructional strategies learned in this course and demonstrate attainment of all competencies.

Follow-up will be provided through the ongoing support of program instructors and through the practicum supervisor.

**Component Title: Foundations of Assessment –
Reading Endorsement Competency 3**

Component Identifier Number: 01-013-007

Participants: Certified Personnel

Length of Time: 60 hours

Inservice Points: Sixty inservice points will be awarded upon satisfactory completion of the objectives/activities described.

General Objective:

The purpose of this component is to deliver the knowledge and skills teachers need to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision-making. To achieve this objective, teachers will learn the skills to administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with the purposes of prevention, identification, and remediation of reading difficulties. Upon successful completion of this component, participants will have a working knowledge of test formats in the five areas of reading; understand test reliability and validity; use data to identify trends and differentiate instruction; monitor student progress over time; identify assessment issues and techniques appropriate for LEP students and students with disabilities.

Specific Objectives:

The participants 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).
7. analyze data to identify trends that indicate adequate progress in student reading development.
8. understand how to use data to differentiate 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.

Description of 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. Content and activities for knowledge acquisition will be drawn from a variety of research-based assessment materials (e.g., DIBELS Training materials, Literacy Essentials for Teachers of Reading and Spelling (LETRS) Module 8 and Module 12, Region III Principles of Assessment Module, Assessment of Diverse Learners Module, and District Assessment Training.) (See Training Options Matrix in Appendix)

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 (e.g., DIBELS, DORF, Fox in a Box, CTOPP, WDRB, DAR.) Student outcome measures gleaned from component assessment will be included as part of the program evaluation data. Investigative activities may be collaborative and include, but are not limited to:

- article review
- field experience log
- clinical interview(s) to enhance a portfolio of reading profiles
- individual study and report on a reliable and valid assessment instrument
- reflection after viewing the administration of a reliable and valid screening, diagnostic or progress monitoring assessment instrument
- administration of assessments necessary for conducting a case 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.

Evaluation Procedures

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

- pre/post test
- observation
- performance indicator (e.g., rubric/ checklist/ portfolio)
- product (e.g., case study, action research project, lesson/unit plan, reflective writing)

Follow-up

This course will be offered as part of an ongoing program leading to a reading endorsement, which culminates in a supervised practicum. Participants will gain experience in implementing instructional strategies learned in this course and demonstrate attainment of all competencies. Follow-up will be provided through the ongoing support of program instructors and through the practicum supervisor.

**Component Title: Foundations and Application of Differentiated Instruction –
Reading Endorsement Competencies 4 and 5**

Component Identifier Number: 01-013-008 (Competency 4)
01-013-009 (Competency 5)

Participants: Certified Personnel

Length of Time: 60 Hours

Inservice Points: Sixty inservice points will be awarded upon satisfactory completion of the objectives/activities described.

General Objective:

The purpose of this component is to provide teachers the opportunity 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. Upon successful completion of the component, participants will be able to: identify the characteristics of language, cognition and reading acquisition, understand and apply the principles of differentiating instruction for all students, recognize strategies and accommodations for the development of each of the major reading components, and identify structures and procedures for selecting appropriate materials and monitoring student reading progress.

Participants will also be able to apply research-based instructional practices and materials appropriate for: preventing reading difficulties and accelerating both language and literacy development, scaffolding instruction, developing students' phonemic awareness, developing phonics skills and word recognition skills, applying critical thinking skills, and developing comprehension skills. Participants will assess student learning based on reliable and valid assessment procedures.

Specific Objectives:

Foundations of Differentiation Instruction

The participants 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, 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

The participants will:

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. identify instructional strategies to facilitate students' metacognitive skills in reading.
21. identify reliable and valid assessment procedures to validate instructional applications.
22. identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Description of 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.

This component will be conducted as a series of workshops where participants will be provided training on instructional strategies for providing developmental, corrective, and remedial instruction to students based on the prescriptions made from diagnostic information collected. This component will include twelve hours of CReating Independent Student-Owned Strategies (CRISS) by Dr. Carol Santa. The additional hours will incorporate appropriate activities and

strategies to meet the remaining identified specific objectives of the component. (See Training Options Matrix in Appendix)

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
- 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.

Evaluation Procedures:

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

- pre/post test
- observation
- performance indicator (e.g., rubric/ checklist/ portfolio)
- product (e.g., case study, action research project, lesson/unit plan, reflective writing)

Follow-up

This course will be offered as part of an ongoing program leading to a reading endorsement, which culminates in a supervised practicum. Participants will gain experience in implementing instructional strategies learned in this course and demonstrate attainment of all competencies. Follow-up will be provided through the ongoing support of program instructors and through the practicum supervisor.

**Component Title: Demonstration of Accomplishment –
Reading Endorsement Competency 6**

Component Identifier: 01-013-010

Participants: Certified Personnel

Length of Time: 60 Hours

Inservice Points: Sixty inservice points will be awarded upon satisfactory completion of the objectives/activities described.

General Objective:

The purpose of this component is to provide participants with a capstone experience through a supervised practicum. By applying their knowledge of reading development to reading instruction in a practical setting, add-on endorsement candidates will demonstrate their proficiency by working with readers of varying profiles. Upon successful completion of this component, participants will have documented evidence of their competence in applying scientifically-based reading research that addresses the prevention, identification and remediation of reading difficulties.

Specific Objectives:

The participants 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 general 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 knowledge of creating both language-rich and print-rich environments.

Description of Activities:

With the guidance and feedback of a qualified practicum supervisor, program participants are expected to provide evidence that the knowledge and skill that they have acquired through the reading endorsement coursework has resulted in implementation that has impacted the reading proficiency of students with varying reading abilities.

After an orientation meeting with program clinical supervisors, participants will work for at least 60 hours on this component. Teachers will provide instruction and document 45 contact hours with students in small group settings over a period of time. Settings may include summer reading camps, after school programs (e.g., 21st Century Schools) and/or clinical sessions during the school year. Additional required time will be spent in collaborative groups reflecting upon issues/experiences in providing instruction to students, in instructional planning and record keeping, and meetings with program clinical supervisor.

Each participant will either maintain a clinical portfolio that documents the differentiated and effective use of assessment and instructional activities with readers or design and implement an action research project that identifies an instructional problem, develops potential solution(s), and utilizes effective monitoring of student achievement. The clinical product will be evaluated using a clinical experience rubric. Evidence of student achievement will be documented.

As evidence of competence, the final product 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.
- indicators of differentiated reading instruction designed to meet the needs of students with varying profiles.

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

Evaluation Procedures:

The participants will demonstrate mastery at or above an 80% level of all required competencies for each component of the add-on reading endorsement program through multiple activities that will include:

- observation - a checklist documenting mastery of performance indicators will be completed during clinical visits.
- product – action research project or clinical portfolio. This product will be evaluated according to a rubric aligned with the competency performance indicators.

C. Matrix:

Competency Number	Component Number	Specific Objective Number	Method of Competency Demonstration
1	01-013-005	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	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"> • Pre/Post Test • Observation • Performance Indicator (Rubric/ Checklist/ Portfolio) • Product (Case Study, Action Research Project, Lesson/Unit Plan Design, Reflective Writing)
2	01-013-006	1 2 3 4 5 6 7 8 9 10	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"> • Pre/Post Test • Observation • Performance Indicator (Rubric/ Checklist/ Portfolio) • Product (Case Study, Action Research Project, Lesson/Unit Plan Design, Reflective Writing)
3	01-013-007	1 2 3 4 5 6 7 8 9 10 11 12	The participants will demonstrate mastery at or above an 80% level for Competency 3 through multiple activities which may include: <ul style="list-style-type: none"> • Pre/Post Test • Observation • Performance Indicator (Rubric/ Checklist/ Portfolio) • Product (Case Study, Action Research Project, Lesson/Unit Plan Design, Reflective Writing)
4 and 5	01-013-008 01-013-009	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	The participants will demonstrate mastery at or above an 80% level for Competencies 4 and 5 through multiple activities which may include: <ul style="list-style-type: none"> • Pre/Post Test • Observation • Performance Indicator (Rubric/ Checklist/ Portfolio) • Product (Case Study, Action Research Project, Lesson/Unit Plan Design, Reflective Writing)

		16 17 19 19 20 21 22	
6	01-013-010	1 2 3 4 5 6 7 8 9 10 11	The participants will demonstrate mastery at or above an 80% level for Competency 6 through multiple activities that will include: <ul style="list-style-type: none"> • observation - a checklist documenting mastery of performance indicators will be completed during clinical visits. • product – action research project or clinical portfolio. This product will be evaluated according to a rubric aligned with the competency performance indicators.

D. Instructors

Instructors will be selected based on the following criteria: 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. 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 three credit hour college courses can be converted to inservice points. The applicant must provide an official college transcript to the Office of Staff Development.
3. Course completion will be verified by the Office of Staff Development and the Director of Personnel 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 program completion form to the Office of Staff Development 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. 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, evaluation will be ongoing as outlined in the following matrix:

	Evaluation Questions	Protocol Standard	Data Sources	Instrumentation	When?
Delivery	<ul style="list-style-type: none"> ▪ How many teachers satisfactorily completed the coursework required for Reading Endorsement? 		Program Instructors Program Participants	Descriptive data: # and % of completers # and % of out-of field	Each semester
	<ul style="list-style-type: none"> ▪ Did the instruction use learning strategies appropriate to the intended goal that applies knowledge of human learning including modeling of effective teaching practices? 	1.2.2		Participant survey	Annually
	<ul style="list-style-type: none"> ▪ Was the content relevant to the needs of classroom teachers? 	1.2.1		Participant survey	Annually

Follow-up/ Implementation	<ul style="list-style-type: none"> Were acquired skills and knowledge transferred to classroom practice? 	1.3.1	Administrators	Observation Checklist	Ongoing with annual data compilation beginning Yr. 2
	<ul style="list-style-type: none"> Were program participants offered ongoing support through school-based learning community activities, coaching, and/or web-based resources? 	1.3.2	Program Participants School /District PD Plan	Focus Group Document Review	Annually
		1.3.3			
Impact	<ul style="list-style-type: none"> What were the documented changes in student performance related to this training? 	1.4.2	Students	Student Achievement Data including FCAT Reading scores and data used from assessment instruments in competency 3 (e.g., DIBELS, DORF, Fox in a Box, DAR)	Annually beginning Yr. 2
	<ul style="list-style-type: none"> 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? 	1.4.4	Program Participants		Review of Action Research Projects
Management/ Cost Effectiveness	<ul style="list-style-type: none"> Are records of Component completion kept in an accurate and up-to-date manner? 	3.2.7	District Personnel	Review of Administrative Records	Annually
	<ul style="list-style-type: none"> Has the program been reviewed for cost effectiveness? 	3.4.6			
	<ul style="list-style-type: none"> Have evaluation results been used to improve program design and implementation if indicated? 	3.4.5			

VII. Management

A. Application and Admission

The office of Staff Development of Saint Lucie County School District will be responsible for application, admission, and verification of completion of the Add-on Reading Endorsement Program.

B. Application and Admission

Participants must be currently employed by the 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.

C. Advisement

The Office of Personnel will identify and provide written notification to all teachers required to complete the Reading Endorsement (Text Rules 6A-4.0291 and 6A-4.0292) by July 2006. It will state the options for fulfilling the requirements. Interested applicants will be invited to an orientation concerning the Add-on Reading Endorsement. They will be given written information, and questions will be answered. The Office of Staff Development 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 at designated sites during the school year and throughout the 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 to meet the Reading Endorsement competencies can be converted to inservice points for approval. The applicant must provide an official college transcript to the Office of Staff Development.

Inservice 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 all Reading Endorsement Requirements have been completed, thereby demonstrating mastery of competencies and specific indicators, the Director of Staff Development and the Director of Personnel shall verify program completion using the program completion and verification of training forms.

VIII School Board Approval