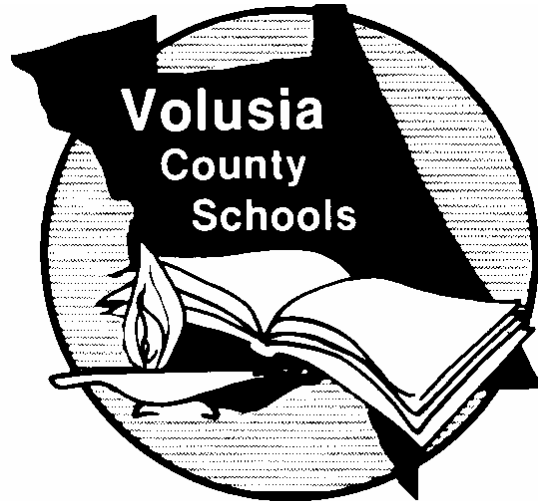


# Reading Endorsement Inservice Add-on Certification Program



# School Board Approval



The Volusia County School District's Reading Endorsement plan was approved at the meeting of the School Board of Volusia County on Tuesday, October 14, 2003.

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William E. Hall, Superintendent  
Volusia County Schools

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Date

**Volusia County School Board Members**

Mrs. Vicki Bumpus, Chairman  
Mr. Earl C. McCrary, Vice Chairman  
Ms. Judy Andersen  
Ms. Judy Conte  
Ms. Candace Lankford

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## ***Volusia County Schools'*** ***Reading Endorsement Inservice Add-on Certification Program***

### ***Program Rationale & Purpose***

The State of Florida has provided that a Reading Endorsement may be added to any coverage area issued by the Department of Education Bureau of Educator Certification requiring a bachelor's degree or higher. It is expected that the approval of the new endorsement and modified reading certification area will result in more teachers acquiring the appropriate skills and competencies to identify reading problems early and to provide the required interventions and assistance to improve reading for all students.

Currently Volusia County Schools is committed to providing reading coaches and intensive reading teachers for students struggling to meet established literacy standards in every middle and high school, as well as to increase the instructional skill of reading teachers at the elementary level. The No Child Left Behind Act of 2002 requires that all reading teachers be "highly qualified" by 2006. Since the State of Florida now considers reading a critical need area and Volusia County Schools currently has only 20 middle and high school teachers and 75 elementary teachers with advanced certification in reading, it is unlikely that we will be able to provide teachers in these critical positions drawing solely from the currently available work force of teachers with a reading credential. The Reading Endorsement program will provide a means whereby teachers can earn an advanced credential in reading.

Volusia County Schools recognizes that this knowledge and skill level is necessary not only for those teachers who are formally teaching reading or Language Arts, but also for those teachers who are teaching other subject matter content. The purpose of Volusia County Schools' Reading Endorsement program will be to ensure that highly qualified reading teachers will be available for students needing intensive reading instruction and, more generally, to raise the knowledge and skill level of teachers of all content areas with regard to the reading process.

### ***Program Content/Curriculum***

#### **A. Specialization**

The competencies used for the Volusia County Schools' Reading Endorsement Program are those taken from Text Rule 6A – 4.0292 Specialization Requirements for Certification in Reading (Grades K-12). (See Appendix A for this list of competencies)

#### **B. Professional Education Studies**

Since the Reading Endorsement is intended primarily for teachers who currently hold a valid Florida Professional Educator's Certificate based on a Bachelor's or higher degree, it is assumed that teachers admitted to the program have demonstrated mastery of professional education competencies.

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

Guidelines suggested by the International Reading Association at the Category II-- Specialized Reading Professional have been used as a reference framework for the

development of program expectations. Knowledge and skills deemed essential for Reading Specialists are incorporated into the program. (See Appendix B for a Matrix of Skills suggested by the International Reading Association for Specialized Reading Professionals.)

Current research and thinking presented in professional journals and other publications form a strong and varied knowledge base for topics such as the theoretical basis of reading, the nature of reading differences, and the instruction and assessment of reading.

## ***Instructional Design and Delivery***

### **Instructional Strands**

The program requires completion of strands based on the present Department of Education document (Rule 6A-4.0291) including two courses in foundations of reading instruction, one course in assessment, one course in the prevention, identification and remediation of reading difficulties, and one supervised practicum.

<b>Instructional Design and Delivery-Instructional Strands</b>		
<b>Instructional Strand-Foundations in Language and Cognition</b>	<b>Instructional Strand-Foundations of Research-Based Practices</b>	<b>Instructional Strand-Foundations of Assessment &amp; Differentiation in Reading, Part 1</b>
Language structure and functions as it applies to: I. Phonology and Phonemic Awareness II. Phonics III. Fluency IV. Vocabulary V. Comprehension VI. Interdependence of above reading components VII. LEP students & second language learners VIII. Students with reading disabilities	Instructional plans providing for the explicit, systematic teaching of: I. Phonemic Awareness II. Phonics III. Fluency IV. Vocabulary V. Comprehension VI. Integration of major reading components VII. Instructional needs of LEP students & second language learners VIII. Instructional needs of students with reading disabilities	Test formats for assessing the five areas of reading: I. Assessment & instructional planning II. Norm-referenced and criterion-referenced tests III. Reliability and validity IV. Test administration V. Analysis and interpretation of test results VI. Stages of reading/language development VII. Stages of reading/language development for LEP students VIII. Stages of reading/language development for students with disabilities in reading IX. Grouping strategies X. Material Selection XI. Assessment & instruction of LEP students XII. Assessment and instruction of students with reading disabilities

<b>Instructional Strand- Foundations of Assessment &amp; Differentiation, Part 2</b>	<b>Instructional Strand- Foundations of Assessment &amp; Differentiation, Part 3</b>	<b>Instructional Strand- Application of Differentiated Instruction</b>
I. Administering and interpreting district adopted assessment instruments II. Determining appropriate intervention intensity and techniques III. Monitoring student progress	I. Differentiation for beginning readers, struggling readers, and skilled readers II. Common difficulties in development of 5 major reading components III. Differences in reading strategies employed by skilled and unskilled readers IV. Selection of materials addressing diverse needs	Application of research-based practices preventing and accelerating reading progress for struggling readers, including students with disabilities and LEP students regarding: I. Phonemic Awareness II. Phonics III. Fluency IV. Vocabulary V. Comprehension VI. Critical Thinking VII. Metacognition VIII. Setting instructional goals IX. Monitoring student learning

<b>Instructional Strand- Demonstration of Accomplishment</b>		
I. Language and Literacy Development II. Research-based instructional practices III. Phonemic Awareness IV. Phonics V. Fluency VI. Vocabulary VII. Comprehension VIII. Metacognition IX. Critical Thinking and content area reading X. Monitoring student learning XI. Differentiating Instruction		

### Master Inservice Plan Components

Volusia County Schools has developed seven inservice components that will cover all of the competencies in the instructional strands section above. These correlate to the competencies addressed in Text Rule 6A-4.0292 Specialization Requirements for Certification in Reading (Grades K-12). See Appendix C for inservice components that make up this program.

## **Matrix**

See Appendix D for the matrix correlating each competency with component numbers, specific objective numbers, and method(s) of competency demonstration.

## **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. An effort will be made to find instructors who hold a masters or higher degree in reading.

## **Completion Requirements**

### **Program Completion**

- A. Teachers who wish to add the Reading Endorsement to a certificate will be provided a "Plan of Study" form indicating all requirements of the add-on certification program. (See Appendix E)
- B. Teachers must complete all course requirements satisfactorily as outlined in the course design evaluation criteria. Participants must earn the full amount of inservice points possible in each staff development component and/or complete an approved college course equivalent to 3 semester hours. A grade of "C" or above must be earned in any college course being applied to the add-on certification program.
- C. Upon completion of the program, each participating teacher will return a completed "Plan of Study" to the Staff Development Office. Course completion will be verified by the Staff Development Office. (See Appendix E)

### **Competency Demonstration**

- A. Each individual competency will be evaluated within the specific component as described in the course design evaluation criteria.
- B. The application of integrated knowledge of the reading process and the ability to increase the reading performance of students with the prescription and utilization of appropriate research-based instructional strategies will be demonstrated as part of the supervised practicum that must be completed as the final component of the add-on program. The evaluation of competency will be made as a result of direct observation according to a checklist of competencies (see Appendix G). In each instance the observer will be the K-5 or 6-12 District Reading/Language Arts Specialist or his/her designee. In all cases this individual will have advanced knowledge of reading instruction and an ongoing professional record of the ability to observe and provide corrective feedback to teachers in the area of literacy instruction. Peer teacher training will be a requirement for these individuals.

## ***Program Evaluation***

The program will be evaluated according to several dimensions:

1. All participants will complete a Participant Evaluation (See Appendix F) at the conclusion of each training component. This will enable the program specialist to determine whether the training is being conducted in a manner that is conducive for adult learning.
2. Each participant will be required to document achievement of each of the competencies for each individual component and to successfully demonstrate the ability to integrate the competencies into a classroom context during the supervised practicum. The component facilitator will monitor the success of the participants in demonstrating competencies. The practicum supervisor will also provide information regarding the success of the program in preparing participants to demonstrate mastery of the competencies. This information will be used to monitor the success of the program and make appropriate adjustments.
3. Student achievement data will be monitored annually for teachers who participated in the program to determine the percentage of students who made adequate progress and whose progress was accelerated. When available, annual FCAT data will be used to make this determination supplemented with data from other district supported reading assessments. This data will be used to determine the overall effectiveness of the program as well as specific areas needing improvement.
4. Monitoring and evaluation of the management, operation, delivery and budget of the program will be conducted by the Office of Staff Development in collaboration with the district reading specialists.

## ***Management***

The Staff Development Department along with K-5 and 6-12 Reading Specialists will be responsible for the management of the program.

### **A. Candidate application and admission**

Admission is limited to individuals who hold a bachelors or higher degree with a valid temporary or professional educator's certificate in an academic, degreed vocational, administrative, or specialty class coverage. Preference for admission will be given to those teachers who are currently teaching courses for which the endorsement is required.

### **B. Advisement**

Each participant will receive a copy of the requirements for each course in the Reading Endorsement Inservice Add-on Certification Program. (See Appendix E) Individual situations will be discussed and addressed by the program specialist and other appropriate personnel.

### **C. Attendance requirements for inservice points**

Attendance is required and will be handled individually within each course offered. Participants who must miss a session because of an emergency situation will be required to make up the session in a manner agreed upon by the class instructor and the program

specialist. Participants will receive one hour of inservice credit for each hour of component participation.

D. Transfer of Credit

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education may be used to satisfy component requirements according to the Staff Development Department's policy regarding acceptance of college credit for Volusia County Schools' inservice add-on certification programs. (See Appendix H) The participant must provide the program specialist an official transcript and, if requested, a course description. The course must have been completed within the last ten years and a grade of "C" or above must be earned for a course to be accepted.

E. Certification of Completion

When participants have completed all program completion requirements, the Director of Staff Development or a designee will prepare the District Verification Form (CT-115) and forward that form to the Department of Education.

## Appendix A

### K-12 Reading Endorsement Competencies Text Rule 6A-4.0292

The \* designates which of the reading endorsement competencies are specific to the competencies for English to Speakers of Languages (ESOL). The **R** designates which of the reading endorsement competencies are specific to the competencies for Reading Certification. The **E** designates which of the reading endorsement competencies are specific to those for Exceptional Student Education (ESE).

<b>Course Credit</b>	<b>Inservice Points</b>	<b>Text Rule 6A-4.0292 Specialization Requirements for Certification in Reading (Grades K-12)</b>	
<b>6 TOTAL HOURS</b>	<b>120 TOTAL POINTS</b>	<b>TEXT RULE:</b>  <b>Understand reading as a process of student engagement in both fluent decoding of words and construction of meaning.</b>	
<b>3 hours</b>		<b>COMPETENCY 1: Foundations in Language &amp; Cognition</b>  <b>Has substantive knowledge of language structure and function and cognition for Each of the five major components of the reading process.</b>	
<b>Inservice:</b>			<i>The total inventory of Specific Indicators (A-F) satisfy Competency 1</i>
		<b>1.A.1</b>	<b>Specific Indicator A: Phonemic Awareness</b> <ul style="list-style-type: none"> <li>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) *</li> </ul>
		<b>1.A.2</b>	<ul style="list-style-type: none"> <li>Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language &amp; dialect differences) *</li> </ul>
		<b>1.B.1</b>	<b>Specific Indicator B: Phonics</b> <ul style="list-style-type: none"> <li>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) *</li> </ul>
		<b>1.B.2</b>	<ul style="list-style-type: none"> <li>Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills)</li> </ul>
		<b>1.C.1</b>	<b>Specific Indicator C: Fluency</b> <ul style="list-style-type: none"> <li>Identify the principles of reading fluency as they relate to reading development</li> <li>Understand the role of reading fluency in development of the reading process</li> </ul>
		<b>1.C.2</b>	
		<b>1.D.1</b>	<b>Specific Indicator D: Vocabulary</b> <ul style="list-style-type: none"> <li>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) *</li> <li>Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)</li> </ul>
		<b>1.D.2</b>	

	<p><b>1.E.1</b></p> <p><b>1.E.2</b></p> <p><b>1.E.3</b></p> <p><b>1E.4</b></p>	<p><b>Specific Indicator E: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations) *</li> <li>• Understands the impact of variations in written language of different text structures on the construction of meaning</li> <li>• 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)</li> <li>• Understands 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)</li> </ul>
	<p><b>1.F.1</b></p> <p><b>1.F.2</b></p> <p><b>1.F.3</b></p> <p><b>1.F.4</b></p> <p><b>1.F.5</b></p>	<p><b>Specific Indicator F: Integration of the major reading components</b></p> <ul style="list-style-type: none"> <li>• Identify language characteristics related to informal language and cognitive academic language *</li> <li>• Identify phonemic, semantic, and syntactic variability between English and other languages *</li> <li>• 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)</li> <li>• Understand the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency)</li> <li>• Understand the impact of dialogue, writing to learn, and print environment upon reading development</li> </ul>

3 hours		<p><b>COMPETENCY 2: Foundations of Research-Based Practices</b></p> <p><b>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.</b></p>
Inservice:		<p><i>The total inventory of Specific Indicators (A-F) satisfy Competency 2</i></p>
		<p><b>2.A Specific Indicator A: Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.) *</li> </ul>
		<p><b>2.B Specific Indicator B: Phonics</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
		<p><b>2.C Specific Indicator C: Fluency</b></p> <ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader’s theater, etc.)</li> </ul>
		<p><b>2.D Specific Indicator D: Vocabulary</b></p> <ul style="list-style-type: none"> <li>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.)</li> </ul>
		<p><b>2.E Specific Indicator E: Comprehension</b></p> <ul style="list-style-type: none"> <li>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.)</li> </ul>
		<p><b>2.F.1 Specific Indicator F: Integration of the major reading components</b></p> <ul style="list-style-type: none"> <li>Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)</li> </ul> <p><b>2.F.2</b></p> <ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)</li> </ul> <p><b>2.F.3</b></p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p><b>2.F.4</b></p> <ul style="list-style-type: none"> <li>Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students’ interests and independent reading proficiency <b>R</b></li> </ul>

3 TOTAL HOURS	60 TOTAL POINTS	<b>TEXT RULE</b> <b>Administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties.</b>	
3 hours		<b>COMPETENCY 3: Foundations of Assessment</b>  <b>Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.</b>	
Inservice:			<b>Specific Indicators</b> <b>3.1</b> • 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 <b>3.2</b> • Understand the role of assessment in planning instruction to meet student learning needs <b>3.3</b> • Interpret students' formal and informal test results <b>R, E</b> <b>3.4</b> • Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests <b>R</b> <b>3.5</b> • Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests <b>3.6</b> • 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) <b>3.7</b> • Analyze data to identify trends that indicate adequate progress in student reading development <b>E</b> <b>3.8</b> • Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii) <b>E</b> <b>3.9</b> • Understand how to interpret data with application of instruction that matches students with the appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies <b>E</b> <b>3.10</b> • Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time <b>R, E</b> <b>3.11</b> • Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students * <b>3.12</b> • Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading * <b>E</b>

3 TOTAL HOURS	60 TOTAL POINTS	<b>TEXT RULE:</b> <b>Understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance.</b>	
1.5 hours		<b>COMPETENCY 4: Foundations of Differentiation</b>  <b>Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.</b>	
Inservice:			<b>Specific Indicators</b> 4.1 • Identify the characteristics of both language and cognitive development and their impact on reading proficiency 4.2 • Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities * 4.3 • Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations * 4.4 • Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading 4.5 • Identify common difficulties in development of each of the major reading components 4.6 • Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students <b>E</b> 4.7 • Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students * 4.8 • Identify strategies that effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers <b>R</b> 4.9 • Select appropriate materials that address cultural and linguistic differences * <b>E</b> 4.10 • Identify structures and procedures for monitoring student reading progress

1.5 hours		<p><b>COMPETENCY 5: Application of Differentiated Instruction</b></p> <p><b>Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.</b></p>
Inservice:	<p><b>5.1</b></p> <p><b>5.2</b></p> <p><b>5.3</b></p> <p><b>5.4</b></p> <p><b>5.5</b></p> <p><b>5.6</b></p> <p><b>5.7</b></p> <p><b>5.8</b></p> <p><b>5.9</b></p> <p><b>5.10</b></p> <p><b>5.11</b></p> <p><b>5.12</b></p> <p><b>5.13</b></p>	<p><b>Specific Indicators</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Apply research-based practices and materials for preventing and accelerating both language and literacy development <b>R</b></li> <li>• Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth</li> <li>• Apply research-based instructional practices for developing students' phonemic awareness</li> <li>• Apply research-based instructional practices for developing students' phonics skills and word recognition <b>R</b></li> <li>• Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance</li> <li>• Apply research-based instructional practices for developing both general and specialized content area vocabulary <b>R</b></li> <li>• Apply research-based instructional practices for developing students' critical thinking skills <b>R</b></li> <li>• Apply research-based instructional practices for facilitating reading comprehension <b>R</b></li> <li>• Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency *</li> <li>• Identify instructional strategies to facilitate students' metacognitive skills in reading <b>R, E</b></li> <li>• Identify reliable and valid assessment procedures to validate instructional applications <b>E</b></li> <li>• Identify and set goals for instruction and student learning based on assessment results to monitor student progress</li> </ul>

3 TOTAL HOURS	60 TOTAL POINTS	<b>TEXT RULE:</b> Supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.
3 hours		<b>COMPETENCY 6: Demonstration of Accomplishment</b>  Applies 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.
Inservice:	<b>Specific Indicators:</b> 6.1 • Apply knowledge of language development, literacy development, and assessment to instructional practices <b>R</b> 6.2 • Demonstrate knowledge of research-based instructional practices for developing students’ phonemic awareness 6.3 • Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition <b>R</b> 6.4 • Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance 6.5 • Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary <b>R</b> 6.6 • Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension <b>R</b> 6.7 • Demonstrate knowledge of instruction to facilitate students’ metacognitive efficiency in reading <b>R, E</b> 6.8 • Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills <b>R</b> 6.9 • 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 <b>E</b> 6.10 • Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students * 6.11 • Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency * 6.12 • Demonstrate knowledge of creating both language-rich and print-rich environments.	

## Appendix B

### IRA Matrix of Skills

**Source:** [http://www.reading.org/advocacy/standards/freematrix\\_all.html](http://www.reading.org/advocacy/standards/freematrix_all.html)

**From Part 3:  
Matrix of Competencies**

Depending on the roles they play in students' learning, literacy providers need different levels of understanding. The following matrix lists the competencies and proficiency levels for the various categories of literacy practitioners.

The competencies are rated as follows:

**Levels of Proficiency**

*A - Awareness*

Has awareness of the different aspects of literacy development and related teaching procedures.

*B - Basic Understanding*

Has knowledge about specific instructional tasks and has fundamental proficiency in the performance of those tasks for the aspect of literacy development.

*C - Comprehensive Understanding*

Is able to apply proficiently broad, in-depth knowledge of the different aspects of literacy development in instructional settings.

*O - Not Applicable*

**STANDARDS FOR SPECIALIZED READING PROFESSIONALS**

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>KNOWLEDGE AND BELIEFS ABOUT READING</b>			
<b>1.0 Theoretical Base</b>			
The reading professional will:			
1.1 recognize that reading should be taught as a process;	C	C	C
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	C	C	C
1.3 recognize the importance of literacy for personal and social growth;	C	C	C
1.4 recognize that literacy can be a means for transmitting moral and cultural values;	C	C	C
1.5 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;	C	C	C
1.6 understand the major theories of language development, cognition, and learning; and	C	C	C
1.7 understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>2.0 KNOWLEDGE BASE</b>			
The reading professional will:			
2.1 understand that written language is a symbolic system;	C	C	C
2.2 understand the interrelation of language and literacy acquisition;	C	C	C
2.3 understand principles of new language acquisition;	C	C	C
2.4 understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;	C	C	C
2.5 understand the interrelation of reading and writing, and listening and speaking;	C	C	C
2.6 understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;	C	C	C
2.7 understand emergent literacy and the experiences that support it;	C	C	C
2.8 understand the role of metacognition in reading and writing, and listening and speaking;	C	C	C
2.9 understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment);	C	C	C
2.10 know past and present literacy leaders and their contributions to the knowledge base;	B	C	C
2.11 know relevant reading research from general education and how it has influenced literacy education;	B	B	C
2.12 know classic and contemporary children's and young adults' literature, and easy-reading fiction and non-fiction for adults, at appropriate levels;	C	C	C
2.13 recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and	C	C	C
2.14 understand that goals, instruction, and assessment should be aligned.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>3.0 INDIVIDUAL DIFFERENCES</b> The reading professional will:			
3.1 recognize how differences among learners influence their literacy development;	C	C	C
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	C	C	C
3.3 understand that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;	C	C	C
3.4 recognize the importance of creating programs to address the strengths and needs of individual learners; and	C	C	C
3.5 know federal, state, and local pro-grams designed to help students with reading and writing problems.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>4.0. READING DIFFICULTIES</b> The reading professional will:			
4.1 understand the nature and multiple causes of reading and writing difficulties;	C	C	C
4.2 know principles for diagnosing reading difficulties;	C	C	C
4.3 be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	C	C	C
4.4 know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>INSTRUCTION AND ASSESSMENT</b>			
<b>5.0. CREATING A LITERATE ENVIRONMENT</b>			
The reading professional will be able to:			
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;	C	C	C
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;	C	C	C
5.3 model and discuss reading and writing as valuable, lifelong activities;	C	C	C
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	C	C	C
5.5 provide opportunities for creative and personal responses to literature, including storytelling;	C	C	C
5.6 promote the integration of language arts in all content areas;	C	C	C
5.7 use instructional and information technologies to support literacy learning; and	C	C	C
5.8 implement effective strategies to include parents as partners in the literacy development of their children.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING</b>			
The reading professional will be able to:			
6.1 teach students to monitor their own word identification through the use of syntactic, semantic, and grapho-phonemic relations;	C	C	C
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	C	C	C
6.3 teach students to use context to identify and define unfamiliar words;	C	C	C
6.4 guide students to refine their spelling knowledge through reading and writing;	C	C	C

6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and	C	C	C
6.6 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>7.0 COMPREHENSION</b> The reading professional will be able to:			
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;	C	C	C
7.2 model questioning strategies;	C	C	C
7.3 teach students to connect prior knowledge with new information;	C	C	C
7.4 teach students strategies for monitoring their own comprehension;	C	C	C
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and	C	C	C
7.6 ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>8.0 STUDY STRATEGIES</b> The reading professional will be able to:			
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;	C	C	C
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material;	C	C	C
8.3 teach students effective time-management strategies;	C	C	C
8.4 teach students strategies to organize and remember information; and	C	C	C
8.5 teach test-taking strategies.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>9.0 WRITING</b> The reading professional will be able to:			
9.1 teach students planning strategies most appropriate for particular kinds of writing;	C	C	C
9.2 teach students to draft, revise, and edit their writing; and	C	C	C
9.3 teach students the conventions of standard written English needed to edit their compositions.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>10.0 ASSESSMENT</b> The reading professional will be able to:			
10.1 develop and conduct assessments that involve multiple indicators of learner progress; and	C	C	C
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>ORGANIZING AND ENHANCING A READING PROGRAM</b>			
<b>11.0 COMMUNICATING INFORMATION ABOUT READING</b>			
The reading professional will be able to:			
11.1 communicate with students about their strengths, areas for improvement, and ways to achieve improvement;	C	C	C
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;	C	C	C
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development;	C	C	C
11.4 communicate information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community; and	C	C	C
11.5 interpret research findings related the improvement of instruction and communicate these to colleagues and the wider community.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>12.0 CURRICULUM DEVELOPMENT</b>			
The reading professional will be able to:			
12.1 initiate and participate in ongoing curriculum development and evaluation;	C	C	C
12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;	C	C	C
12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing);	C	C	C
12.4 select and evaluate instructional materials for literacy, including those that are technology-based;	C	C	C
12.5 use multiple indicators to determine effectiveness of the literacy curriculum;	C	C	C

12.6 plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding; and	B	C	C
12.7 help develop individual educational plans for students with severe learning problems related to literacy.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>13.0 PROFESSIONAL DEVELOPMENT</b> The reading professional will be able to:			
13.1 participate in professional-development programs;	C	C	C
13.2 initiate, implement, and evaluate professional-development programs;	B	C	C
13.3 provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development;	B	C	C
13.4 provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources);	B	C	C
13.5 use multiple indicators to judge professional growth; and	C	C	C
13.6 model ethical professional behavior.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>14.0 RESEARCH</b> The reading professional will be able to:			
14.1 apply research for improved literacy;	B	C	C
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	B	B	C
14.3 promote and facilitate teacher- and classroom-based research.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>15.0 SUPERVISION OF PARAPROFESSIONALS</b>			
The reading professional will be able to:			
15.1 plan lessons for paraprofessionals;	C	C	C
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance;	C	C	C
15.3 provide professional development and training for paraprofessionals; and	B	C	C
15.4 provide emotional and academic support for paraprofessionals.	C	C	C

Competencies of Candidates	Reading Specialist	Reading Coordinator	Teacher Educator
<b>16.0 PROFESSIONALISM</b>			
The reading professional will be able to:			
16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;	C	C	C
16.2 reflect on one's practice to improve instruction and other services to students;	C	C	C
16.3 interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers;	C	C	C
16.4 support and participate in efforts improve the reading profession by being an advocate for licensing and certification;	C	C	C
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;	C	C	C
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;	C	C	C
16.7 write for publication; and	B	B	C
16.8 make presentations at local, state, regional, and national meetings and conferences.	B	C	C

## Appendix C

### Inservice Components

<b>Component Title</b>	<b>Foundations in Language and Cognition</b>
<b>Component #</b>	<b>1-013-002</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	60
<b>Target Group</b>	All teachers
<b>Primary Purpose</b>	A-Add-on certification
<b>Primary Delivery Method</b>	A-Workshop
<b>Primary Follow-up Method</b>	G-Participant Portfolio

**GENERAL OBJECTIVE:** The purpose of this component is to improve reading instruction for learners in grades K-12. Upon successful completion of the component, teachers will have examined the research base pertaining to how students learn to read and write, and the reasons some children experience difficulty becoming successful readers. Teachers will demonstrate an understanding of the language structures underlying the reading process and identify research-based instructional practices that support student's learning. This training is based on Modules 1 through 6 of the LETRS Program by Louisa Moats.

**SPECIFIC OBJECTIVES:**

1. Explain the research findings concerning the status of reading achievement.
2. Compare and contrast spoken and written language.
3. Identify reasons students have difficulty learning to read.
4. Identify the characteristics of dyslexia.
5. Explain the progression of typical reading development.
6. Identify the components of reading, providing examples of tasks that are typical for each.
7. Explain the interdependence between the components of reading and reading comprehension.
8. Explain the relationship between phoneme awareness, phonological processing, and phonics.
9. Identify and describe tasks associated with phonological and phonemic awareness.
10. Describe the impact differences between the phonemic, syntactic and semantic structure of English and that of other languages has on reading development of English Language Learners.
11. Recognize dialectal differences and their impact on reading development.
12. Identify grapheme units and phoneme correspondences and major spellings for vowel sounds.
13. Explain major rules affecting inflectional variations of words.
14. Identify morphemes including those that are derived from Anglo-Saxon, Latin or Greek origins and explain how that morphemic knowledge contributes to vocabulary development.
15. Identify the ways in which word meanings are learned in oral and written language.
16. Understand the concepts of automaticity and reading fluency.
17. Identify the causes and consequences of dysfluency.
18. Identify research-based strategies for increasing reading fluency.
19. Describe the implication of sentence and text structure for the reader's construction of meaning.
20. Explain the importance of providing instruction that engages students with text at various cognitive levels (i.e. knowledge, comprehension, application, analysis, synthesis, evaluation).
21. Discuss the importance of students forming personal and vicarious connections with the text.
22. Distinguish between informal and formal language registers and discuss the implications of deficits in formal language registers for academic success.
23. Explain effective instructional strategies for building reading comprehension before, during and after the students read the text.

### **PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

As suggested in the LETRS Program, this component will be presented as a series of workshops providing 42 hours of classroom training as well as an additional 18 hours of reading, unit planning, classroom application and reflection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Other strategies and activities for achievement of the component objectives may include small group activities, and discussion. Significant reading outside of class, including the seven LETRS Modules and articles from professional journals, will be required. Participants will be expected to apply knowledge gained to classroom practice and maintain a reflective journal relating new understandings to their ongoing reading instruction. Participants will take periodic quizzes and keep a portfolio of student work demonstrating application of course content to classroom instruction.

### **EVALUATION DESIGN:**

The evaluation of the participants' accomplishment of each of the component's specific objectives shall be accomplished by utilizing quizzes and/or rubric scored activities. Each participant must attain a minimum of 80% mastery level of each component activity and/or quiz.

### **FOLLOW-UP**

Participants in this component will be receiving on-going instruction in research-based reading instruction culminating in a supervised practicum where the participant will demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor.

<b>Component Title</b>	<b>Foundations of Research-based Practices in Reading Instruction</b>
<b>Component #</b>	<b>1-013-003</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	60
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on certification
<b>Primary Delivery Method</b>	B-Electronic, Interactive
<b>Primary Follow-up Method</b>	F-Participant's Written Reflection

**GENERAL OBJECTIVE:**

The Florida Online Reading Professional Development course will be provided to meet the requirements of this component. The purpose for this component is to improve reading instruction for learners in grades K-12. Upon successful completion of the component, teachers will be empowered to use innovative, creative, and research-based strategies to help all children learn to read proficiently.

**SPECIFIC OBJECTIVES:**

Receiving opportunities to enhance their knowledge of research through online interactions (i.e. discussions and classroom applications), participants will:

1. Incorporate knowledge of research-based strategies that will aid in the effective instruction of phonics, phonemic awareness, comprehension, fluency, and vocabulary.
2. Implement research-based strategies that will aid in the effective instruction of reading comprehension and word recognition.
3. Use research-based strategies to develop instructional practices that will foster students' metacognition and critical thinking skills.
4. Identify various forms of formal, informal, and alternative assessments used to monitor students' progress.
5. Facilitate students' comprehension skills by implementing strategies that can be used during the following stages: pre-reading, reading and after reading, that maximize students' learning.
6. Demonstrate knowledge of various resources (i.e. children's and young adult literature, trade books, electronic text, etc.) appropriate for students' needs and interests.
7. Understand characteristics and needs of struggling readers, ESL, and exceptional students and use various resources to adapt instructional practices to their needs.
8. Recognize characteristics of exemplary reading instruction and exemplary literacy classrooms.
9. Demonstrate knowledge of prerequisites to and factors affecting reading development.
10. Demonstrate knowledge of reading strategies for informational text.
11. Identify the components of a balanced literacy program.
12. Demonstrate knowledge of resources and skills needed in content-area literacy.
13. Incorporate strategies and skills into instructional practices such as reflection and classroom inquiry to ensure effective reading instruction.
14. Demonstrate knowledge of emergent literacy.
15. Support students' comprehension through reading and responding to literature.
16. Understand the importance of process writing.
17. Use multicultural literature to improve literacy instruction for non-native speakers of English.
18. Implement reflection and classroom inquiry into their instruction as tools of effective teachers of reading.
19. Demonstrate a common knowledge base of content-area literacy.

20. Incorporate instructional strategies for reading and writing across the curriculum.
21. Identify characteristics of literacy leaders who improve literacy learning.

**PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

Participants will participate in an online inservice course comprised of 14 lessons of 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. Participants will engage in discussion board postings with other professionals, will take online quizzes, and will provide a reflective journal.

**EVALUATION DESIGN:**

The evaluation of the participants' accomplishment of each of the component activities' specific objectives shall be accomplished by utilizing quizzes and/or rubric scored activities. Each participant must attain a minimum of 80% mastery level of each component activity and/or quiz.

**FOLLOW-UP:**

Participants in this component will be receiving on-going instruction in research-based reading instruction culminating in a supervised practicum where the participant will demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor.

<b>Component Title</b>	<b>Principles of Assessment &amp; Differentiation of Instruction, Part 1</b>
<b>Component #</b>	<b>1-013-004</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	60
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on Certification
<b>Primary Delivery Method</b>	B-Electronic, Interactive
<b>Primary Follow-up Method</b>	F-Participant Written Reflections

**GENERAL OBJECTIVE:**

The purpose for this component is to increase the teacher's skill in administering and interpreting reading assessment instruments. Upon successful completion of this component, teachers will understand the role of assessment in guiding reading instruction and instructional decision making. This component focuses on informal classroom assessments as well as more formal standardized assessments. This component is delivered as part of an online reading course offered by Skylight Professional Development System.

This component, along with Principles of Assessment and Differentiation Part 2 and 3, addresses competencies 3 and 4 together. We believe that this design will strengthen the logical connection between assessment and instruction and between professional development and instructional practice. This component is the first of three that address these competencies. This online course introduces teachers to general assessment and intervention concepts. Concepts presented as part of this class include the dual roles of norm and criterion referenced standardized tests, providing an accountability measure, as well as program evaluation. This course also focuses on how classroom teachers can use data from standardized measures to inform instructional decision-making. Teachers are also prepared to use less formal assessment techniques such as Informal Reading Inventories, Cloze Procedures, Running Records, observation data and portfolios for progress monitoring. Course topics also include an overview of assessment techniques that provide specific information about a student's progress in the areas of phonemic awareness, concepts about print, phonics, fluency, vocabulary, and comprehension. The online course then turns the participants' attention to matching instruction with the needs of the child. Techniques for providing initial instruction and specific intervention for the struggling reader are presented. Several student profiles are discussed including emergent readers, developing readers, adolescent struggling readers and students whose first language is not English.

**SPECIFIC OBJECTIVES:**

1. Compare and contrast assessments for internal and external audiences.
2. Describe developmental stages in reading development and the difficulties students encounter at each stage.
3. Administer and analyze a running record.
4. Describe a procedure for using observational data and student work samples for instructional decision making.
5. Describe and use several procedures for determining the difficulty of texts.
6. Characterize a text sample as being on the student's independent, instructional, or frustration level in reading and in listening.
7. Administer and interpret an Informal Reading Inventory including miscue analysis.
8. Administer and interpret informal instruments to assess student's phonemic awareness, phonics, word recognition, vocabulary and comprehension.

9. Describe the rationale for implementing a portfolio assessment system.
10. Develop a criteria for selecting work samples for inclusion in a student portfolio.
11. Describe various perspectives from which to evaluate student portfolios.
12. Identify characteristics of standardized assessment including reliability and validity.
13. Describe the implications of testing concepts including range, mean, median and standard deviation for interpreting student test performance.
14. Use percentile scores, standard scores (including stanines, normal curve equivalents, t-scores and z-scores), and grade equivalent scores to interpret student test performance.
15. Compare and contrast the needs of children and adolescents evidencing difficulty learning to read.
16. Compare and contrast test instruments used for screening, diagnosis and progress monitoring.
17. Describe procedures for providing instruction regarding text organizational patterns to improve student reading comprehension.
18. Describe the challenges reading and language acquisition presents to second language learners.
19. Describe various theories regarding instructional approaches for second language acquisition.
20. Discuss philosophical and legal issues related to the assessment and instruction of special-needs students.
21. Describe the impact of visual and auditory difficulties in learning to read.
22. Describe appropriate instructional procedures for overcoming visual and auditory difficulties.
23. Describe the impact of language difficulties and disorders in learning to read.
24. Describe appropriate instructional strategies for overcoming language difficulties and disorders.
25. Describe research and theories related to dyslexia.
26. Describe appropriate instructional strategies for overcoming dyslexia.

### **PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

Participants will take part in an online inservice course consisting of 12 lessons designed to inform participants of assessment practices and differentiation related to reading instruction and to provide them with a repertoire of appropriate techniques for assessing reading skill development and prescribing instruction according to students' demonstrated needs. Extensive reading related to reading assessment and differentiation of instruction, viewing of videos, participation in online discussion and several "homework" assignments will be required, as well a reflective paper synthesizing ideas presented in the course and application of those concepts and techniques to classroom instruction.

### **EVALUATION DESIGN:**

The evaluation design will also include completion of several short assignments related to component competencies and a final reflective paper demonstrating a synthesis and action plan for implementation of course concepts within a classroom setting. The online facilitator will substantiate each participant's involvement in online discussions.

### **FOLLOW-UP:**

This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor.

<b>Component Title</b>	<b>Principles of Assessment &amp; Differentiation of Instruction Part 2</b>
<b>Component #</b>	<b>1-013-005</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	12
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on Certification
<b>Primary Delivery Method</b>	A-Workshop
<b>Primary Follow-up Method</b>	E-Participant Written Reflections

**GENERAL OBJECTIVE:**

The purpose for this component is to continue to increase the teacher's skill at administering and interpreting reading assessment instruments. Upon successful completion of this component, teachers will have had the opportunity to administer district adopted reading assessments and to prescribe and carry out instructional plans based on the students' performance on assessment measures. This component focuses on more formal reading assessment measures and on the Just Read, Florida! Program. Emphasis will be placed on diagnostic instruments as well as instructional programs and materials in place in Volusia County Schools.

This workshop will be conducted as a series of workshops in which participants will be provided with twelve hours of training designed to familiarize them with the use, administration and interpretation of district-adopted reading assessments. This part of the program will focus on how information from the Early Reading Diagnostic Assessment (ERDA), the student's test history, the Florida Comprehensive Assessment Test (FCAT) and the FCAT Norm-Referenced Test data are used as screening procedures for the early identification of reading deficiencies. Likewise, teachers learn how to gather and use data from progress monitoring instruments to ensure that students are developing reading proficiency and to provide targeted intervention when progress is not as expected. This instruction may include assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), frequent fluency checks, the John's Basic Reading Inventory as well as assessment instruments provided as part of core and supplementary reading programs in use within the district such as the Harcourt Trophies Reading Program, McDougall Littell's Bridges to Literature, Scholastic's Read XL Reading Program, Great Leaps, Sopris West's Language! Program and Great Source's Reader's Handbook. The workshop will familiarize teachers with more in-depth diagnostic instruments such as the Diagnostic Assessment of Reading (Riverside Publishing Company), as well as assessments that specifically target one of the five components of reading such as The Elementary and Intermediate Spelling Inventories (Bear, Invernizzi, et. al.).

**SPECIFIC OBJECTIVES:**

1. Recognize appropriate test formats and types of tests for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Understand test administration procedures for formal and informal reading assessment.
3. Understand the interpretation of students' formal and informal test results.
4. Identify various levels and instruments for assessment including screening, diagnosis and progress monitoring.
5. Understand the relationship of student achievement data and the appropriate intensity of instruction.

6. Understand how to interpret data with application of instruction that matches students with the appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate materials, and with appropriate strategies.
7. Understand how to analyze data to identify trends that indicate adequate progress in student reading development.

### **PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Other strategies and activities for achievement of the component objectives may include small group activities, and discussion. Participants may practice administering assessments and communicating results through role playing activities. They may also practice interpreting assessment data and making instructional prescriptions as part of their participation in the workshop. Participants will be required to complete periodic quizzes or rubric scored activities to demonstrate achievement of the workshop objectives.

### **EVALUATION DESIGN:**

The evaluation of the participants' accomplishment of each of the component activities' specific objectives shall be accomplished by utilizing quizzes and/or rubric scored activities. Each participant must attain a minimum of 80% mastery level of each component activity and/or quiz.

### **FOLLOW-UP:**

This course is designed to be completed concurrently with component 1-013-007 (Application of Differentiated Instruction). As teachers are learning about assessment and differentiation techniques and implementing those techniques in the classroom, the study group will meet to clarify understandings, and support the administration and interpretation of assessment instruments as well as the implementation of instructional techniques. There will be a study group facilitator leading component 1-013-007 who will be available to answer questions or to identify and communicate with the district subject area specialists regarding areas needing further instruction or continued support. This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor. Participants will also receive support from the literacy coaches in place in their schools.

<b>Component Title</b>	<b>Principles of Assessment &amp; Differentiation of Instruction Part 3</b>
<b>Component #</b>	<b>1-013-006</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	24
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on Certification
<b>Primary Delivery Method</b>	A-Workshop
<b>Primary Follow-up Method</b>	E-Participant Oral Reflections

**GENERAL OBJECTIVE:**

The purpose for this component is to continue to increase the teacher's skill at providing instruction to meet the identified needs of diverse learners. Participants will be provided with multiple strategies to instruct students with developmental, corrective and remedial instructional needs with respect to the five components of reading. The needs of beginning readers, developing readers and more advanced readers will be addressed with regard to their chronological age and maturation.

This component will be conducted as the final part of the series and focuses on providing instruction to students, thus meeting the requirements of competency 4. This workshop focuses on translating assessment data to instructional procedures that meet learners' needs. In addition to instructional techniques and programs (e.g. Phono-Graphix, Language!, Great Leaps) that target identified deficiencies, the workshop also explores strategies for differentiation within a heterogeneous classroom setting as well as district programs providing intensive intervention to students who score at Levels 1 or 2 on FCAT or those students for whom other indicators suggest that they might be at risk.

**SPECIFIC OBJECTIVES:**

1. Compare language, cognitive and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
2. Identify common difficulties in development of each of the major reading components and how those difficulties are manifested in students of different age levels.
3. Demonstrate selection of appropriate materials for students demonstrating a variety of instructional needs with consideration for their chronological age as well as their cultural and linguistic differences.
4. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those used by beginning and/or struggling readers.
5. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
6. Describe multiple instructional strategies to provide corrective or remedial instruction for students evidencing difficulty with phonemic awareness, phonics, fluency, vocabulary and comprehension.
7. Compare and contrast the needs of children and adolescents evidencing difficulty learning to read.
8. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading and LEP students.

### **PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

This component will be conducted as a series of workshops where participants will be provided twenty-four hours of training on instructional strategies for providing developmental, corrective, and remedial instruction to students based on the prescriptions made from diagnostic information collected. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Other strategies and activities for achievement of the component objectives may include small group activities, and discussion. Participants will be required to complete periodic quizzes or rubric scored activities to demonstrate achievement of the workshop objectives.

### **EVALUATION DESIGN:**

The evaluation of the participants' accomplishment of each of the component activities' specific objectives shall be accomplished by utilizing quizzes and/or rubric scored activities. Each participant must attain a minimum of 80% mastery level of each component activity and/or quiz.

### **FOLLOW-UP:**

This course is designed to be completed concurrently with component 1-013-007 (Application of Differentiated Instruction). As teachers are learning about assessment and differentiation techniques and implementing those techniques in the classroom, the study group will meet to clarify understandings, and support the administration and interpretation of assessment instruments as well as the implementation of instructional techniques. There will be a study group facilitator leading component 1-013-007 who will be available to answer questions or to identify and communicate with the district subject area specialists regarding area needing further instruction or continued support. This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor. Participants will also receive support from the literacy coaches in place in their schools.

<b>Component Title</b>	<b>Application of Differentiated Instruction</b>
<b>Component #</b>	<b>1-013-007</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	24
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on Certification
<b>Primary Delivery Method</b>	D-Study Group
<b>Primary Follow-up Method</b>	G-Participant Portfolio

**GENERAL OBJECTIVE:**

The purpose for this component is to continue to increase the teacher's skill at administering and interpreting reading assessment instruments as well as prescribing and implementing instructional strategies designed to meet the developmental, corrective or remedial needs of students. Upon successful completion of this component, teachers will have had the opportunity of administering and interpreting district adopted reading assessments as well as prescribing and implementing corrective instructional strategies. This component focuses on providing the opportunity to administer and interpret assessment instruments and to provide differentiated instruction within the context of their classroom.

While teachers are participating in the two previous components, they will be taking part in this study group. The purpose of this will be to provide the opportunity to gain support during the early stages of implementing new learning. As teachers are first using assessment techniques and providing differentiated instruction to their students, they will receive the support of facilitators and colleagues in a professional learning community.

**SPECIFIC OBJECTIVES:**

1. Administer, score and interpret state and district reading assessment instruments to diagnose student needs in each of the five reading components.
2. 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) to meet the identified needs of students.
3. Set goals for instruction for individual students based on assessment results
4. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
8. Utilize data to differentiate instruction (grouping strategies, intensity of instruction, ii vs. iii)
5. Apply research-based practices and materials for preventing and accelerating both language and literacy development.
6. Apply research-based techniques for developing students' phonemic awareness.
7. Monitor the progress of students receiving corrective and remedial instruction in phonemic awareness.
8. Apply researched-based instructional practices for developing students' phonics skills and word recognition.
9. Monitor the progress of students receiving corrective and remedial instruction in phonics skills and word recognition.
10. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.

11. Monitor the progress of students receiving corrective and remedial instruction in reading fluency and reading endurance.
12. Apply research-based instructional practices for developing both general and specialized content vocabulary.
13. Apply research-based instructional practices for developing students' critical thinking skills.
14. Apply research-based instructional practices for facilitating reading comprehension.
15. Monitor the progress of students receiving corrective and remedial instruction in vocabulary, comprehension and critical thinking.
16. Develop and modify, as appropriate, ongoing instructional plans to meet the individual needs of students evidenced from continual monitoring of student progress.
17. Apply research-based instructional strategies in working with LEP students as appropriate for meeting individual students' needs.
18. Apply instructional strategies to facilitate students' metacognitive skills in reading.
19. Analyze data to identify trends that indicate adequate progress in student reading development.

### **PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

This course is designed to be taken concurrently with components 1-013-005 and 1-013-006 (Principles of Assessment and Differentiation of Instruction Parts 2 and 3). Participants will take part in a small study group facilitated by a reading coach or other mentor who has demonstrated advanced knowledge in reading instruction. Participants will be expected to have instructional access to a group of reading students at least some of who evidence a need for corrective or remedial instruction. Participants will be expected to use assessment techniques presented in each of the three previous components to identify the students' instructional needs in order to prescribe and carry out a course of instruction based on the identified needs of students. Study group participants will meet twelve times over the course of eighteen weeks to reflect on success of instructional strategies for accelerating student achievement.

### **EVALUATION DESIGN:**

For successful completion, each participant shall develop a case study accompanied by a personal portfolio documenting the assessment techniques applied, lesson plans implemented, evaluation of student progress and personal reflections on the success of the instruction for accelerating the targeted student's achievement.

### **FOLLOW-UP:**

This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors and through the practicum supervisor.

<b>Component Title</b>	<b>Demonstration of Accomplishment in Research-based Reading Instruction</b>
<b>Component #</b>	<b>1-013-008</b>
<b>Focus Areas</b>	Reading
<b>Maximum Points</b>	60
<b>Target Group</b>	Instructional Staff
<b>Primary Purpose</b>	A-Add-on Certification
<b>Primary Delivery Method</b>	E-Action Research
<b>Primary Follow-up Method</b>	I-Direct Observation

**GENERAL OBJECTIVE:**

This component is designed to be the culminating experience in the reading endorsement add-on program. As a result of participating in this component, teachers will have demonstrated their ability to integrate research-based reading instructional practices into their classroom setting.

**SPECIFIC OBJECTIVES:**

1. Demonstrate the application of 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 students' phonics and word recognition skills.
4. Demonstrate knowledge of research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
5. Demonstrate knowledge of research-based instructional practices for developing students' general and specialized content area vocabulary.
6. Demonstrate knowledge of research-based instructional practices for developing students' reading comprehension.
7. Demonstrate knowledge of research-based instructional practices for developing students' metacognitive efficiency in reading.
8. Demonstrate knowledge of research-based instructional practices for developing students' crotoca; 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 ability to select appropriate assessment instruments and procedures to plan an instructional program for students and to monitor their progress.
12. Demonstrate knowledge of creating both language-rich and print-rich environments.

**PROCEDURES INCLUDING STRATEGIES AND ACTIVITIES:**

The training for this component will be carried out under two different options. One option is to participate in a reading clinic where the teacher will be expected to assess the reading instructional needs of a group of students who have an identified weakness in the area of reading and who would benefit from intensive instruction. This clinic will be conducted for three hours each day. Summer clinics will be conducted for a period of four weeks. Clinics conducted during the school year will

meet twice a week for a total of ten weeks. For 90 minutes of each day, teachers will be working with a group of up to eight struggling readers providing instruction while being supervised by the district reading specialist or his/her designee. An additional hour each day will be spent in a study group format as participants reflect on issues involved in providing instruction to students and share instructional experiences. Thirty minutes would be allocated for instructional planning and record keeping. Each participant would be required to submit a portfolio documenting their participation in the experience.

An alternate option for those teachers electing to complete the component during the school year would be an action research project in which the participants would be expected to deliver instruction according to the research-based methodologies which formed the basis of the endorsement program to the students assigned to them as part of their regular teaching assignment. Additionally, participants would be required to focus on a specific area of reading instruction and conduct action research by identifying an instructional problem and potential solution and then monitoring students' achievement as the instructor is implementing the strategy. This practicum experience would be for the duration of a semester and would require the teacher to document implementation of studied instructional practices and the monitoring of student progress. This practicum and action research will be completed under the supervision of the reading subject area specialist or his/her designee. Participants would meet three times over the course of the semester to discuss the process for action research and the requirements for the research paper to be considered as evidence of successful completion.

### **EVALUATION DESIGN:**

For successful completion, each participant shall demonstrate evidence of successful implementation of research-based instruction in their school/clinic setting. Participants in the clinic setting will be observed throughout their instructional period while implementing strategies appropriate to accelerate the learning of students assigned to them for instruction. They will also prepare a portfolio including assessment information, lesson plans, anecdotal student observation data, a daily log and summative reflection on the clinic experience. The summative reflection must include details describing how the teacher intends to implement practices begun during the clinic experience in his or her instructional setting.

For participants who complete this experience as part of an action research project, evaluation will be based upon their practicum paper. In addition to a description of their inquiry into the effect of a targeted instructional practice on the achievement of their students, the final paper will also include a description of how research-based instructional practices were implemented throughout the semester and the teacher's reflection on the impact of those practices for increasing student achievement.

Participants who choose to complete the clinic will be evaluated based on observation of their increased competence on at least 80 percent of the components, as well as completion of a portfolio.

# Appendix D

## Matrix

**K-12 Reading Endorsement**

<b>Competency Number</b>	<b>Component Number</b>	<b>Specific Objective Number</b>	<b>Method of Competency Demonstration</b>
1.A 1.B 1.C 1.D 1.E 1.F	1-013-002      1-013-003	6, 7, 8, 9, 10, 11 12, 13, 14 16, 17, 18 14, 15 19, 20, 21 6, 7, 10, 22, 24 6, 7, 15, 16, 20	Component quiz, portfolio entries Component quiz, portfolio entries Component quiz, portfolio entries Component quiz, portfolio entries Component quiz, portfolio entries Portfolio entries
2.A 2.B 2.C 2.D 2.E 2.F	1-013-003	1, 7 1, 7 1, 2, 7 1, 7 1, 2, 3, 5, 7, 10, 15 1, 4, 6, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21	Component Test, Literacy Log Component Test, Literacy Log Component Test, Literacy Log Component Test, Literacy Log Component Test, Literacy Log Component Test, Literacy Log
3.1	1-013-004 1-013-005 1-013-007	1, 8 1 1	Final Reflective Paper Quizzes Case study, Portfolio
3.2	1-013-004 1-013-005 1-013-007	4, 6, 8, 15 3, 5, 6 1, 3, 7	Final Reflective Paper Quizzes Case study, Final Reflective Paper
3.3	1-013-004 1-013-005 1-013-007	3,4,6,7,8,11 3,5,6 1,7	Weekly Assignment, Final Reflective Paper Quizzes Case study, Final Reflective Paper
3.4	1-013-004	1,12,13, 14	Weekly Assignment, Final Reflective Paper
3.5	1-013-004	12, 13, 14	Weekly Assignment
3.6	1-013-004 1-013-005	7,8 9,14,16 1,2,3	Weekly Assignment, Final Reflective Paper Quizzes
3.7	1-013-005 1-013-007	7 9, 11, 15, 19	Weekly Assignment Final Reflective Paper
3.8	1-013-005 1-013-007	6 7	Quizzes Case Study, Portfolio, Final Reflective Paper
3.9	1-013-005	6	Quizzes
3.10	1-013-004	10,11	Weekly Assignment
3.11	1-013-004	19	Weekly Assignment
3.12	1-013-004	19, 20, 21, 22, 23, 24, 25, 26	Weekly Assignment, Final Reflective Paper

**K-12 Reading Endorsement**

<b>Competency Number</b>	<b>Component Number</b>	<b>Specific Objective Number</b>	<b>Method of Competency Demonstration</b>
4.1	1-013-004	2, 18, 24	Final Reflective Paper
	1-013-006	1, 2	Quizzes
4.2	1-013-002	5	Component Quiz
	1-013-004	2, 15	Final Reflective Paper
	1-013-005	1	Quizzes
4.3	1-013-004	23, 24	Weekly Assignment, Final Reflective Paper
4.4	1-013-002	5	Component Quiz
	1-013-004	2, 15, 18, 21, 23, 25	Weekly Assignment, Final Reflective Paper
4.5	1-013-004	2	Final Reflective Paper
	1-013-006	2	Quizzes
4.6	1-013-004	18, 19, 21, 23	Weekly Assignment, Final Reflective Paper
4.7	1-013-004	19, 22, 26	Final Reflective Paper
	1-013-006	8	Quizzes
4.8	1-013-006	4	Quizzes
4.9	1-013-006	3	Quizzes
	1-013-007	5	Portfolio, Final Reflective Paper
4.10	1-013-004	3, 4, 7, 8, 11, 16	Final Reflective Paper
	1-013-005	1, 2, 4	Quizzes
5.1	1-013-007	1, 2	Portfolio, Final Reflective Paper
5.2	1-013-007	4, 16	Portfolio, Final Reflective Paper
5.3	1-013-007	5	Portfolio, Final Reflective Paper
5.4	1-013-007	6, 7	Portfolio, Final Reflective Paper
5.5	1-013-007	8, 9	Portfolio, Final Reflective Paper
5.6	1-013-007	10, 11	Portfolio, Final Reflective Paper
5.7	1-013-007	12, 13	Portfolio, Final Reflective Paper
5.8	1-013-007	13, 15	Portfolio, Final Reflective Paper
5.9	1-013-007	14, 15	Portfolio, Final Reflective Paper
5.10	1-013-007	17	Portfolio, Final Reflective Paper
5.11	1-013-007	18	Portfolio, Final Reflective Paper
5.12	1-013-007	1	Portfolio, Final Reflective Paper
5.13	1-013-007	3	Portfolio, Final Reflective Paper

**K-12 Reading Endorsement**

<b>Competency Number</b>	<b>Component Number</b>	<b>Specific Objective Number</b>	<b>Method of Competency Demonstration</b>
6.1	1-013-008	1	Direct Observation
6.2	1-013-008	2	Direct Observation
6.3	1-013-008	3	Direct Observation
6.4	1-013-008	4	Direct Observation
6.5	1-013-008	5	Direct Observation
6.6	1-013-008	6	Direct Observation
6.7	1-013-008	7	Direct Observation
6.8	1-013-008	8	Direct Observation
6.9	1-013-008	9	Direct Observation
6.10	1-013-008	10	Direct Observation
6.11	1-013-008	11	Direct Observation
6.12	1-013-008	12	Direct Observation

## Appendix E

### Completion Verification Plan of Study Form

# Volusia County Schools'

## Reading Endorsement Inservice Add-on Certification Program

### Participant Plan of Study

Volusia County Schools offers a program of study leading to an endorsement in reading that is added onto a Florida Professional Educator's Teaching Certificate. This endorsement is earned by completion of a course of study as specified below. Teachers seeking to add the Reading Endorsement to their teaching certificate must satisfactorily complete the courses below.

- Component 1-013-002 Foundations in Language and Cognition
- Component 1-013-003 Foundations of Research-based Practices in Reading Instruction
- Component 1-013-004 Principles of Assessment and Differentiation of Instruction, Part 1
- Component 1-013-005 Principles of Assessment and Differentiation of Instruction, Part 2
- Component 1-013-006 Principles of Assessment and Differentiation of Instruction, Part 3
- Component 1-013-007 Application of Differentiated Instruction
- Component 1-013-008 Demonstration of Accomplishment in Research-based Reading Instruction

Upon completion of the above inservice components, a teacher must submit the following to Staff Development for the Reading Endorsement to be added to a currently valid Florida Professional Educator Certificate:

1. A completed copy of this form
2. A current copy of the teacher's inservice record showing the completion of each of the components listed above. This document may be printed from the Staff Development Web site.
3. A completed Application for Florida Educator's Certificate (Form CG-10).
4. A check for \$56.00 payable to the Department of Education.

Name:	SSN			
School:				
<b>Please enter the completion dates for each of the following components:</b>				
Component	Component Title	Pts	College Credit Course #	Date Completed
1-013-002	Foundations In Language & Cognition	60		
1-014-003	Foundations of Research-based Practice in Reading Instruction	60		
1-013-004	Principles of Assessment & Differentiation, Part 1	60		
1-013-005	Principles of Assessment & Differentiation, Part 2	12		
1-013-006	Principles of Assessment & Differentiation, Part 3	24		
1-013-007	Application of Differentiated Instruction	24		
1-013-008	Demonstration of Accomplishment in Research-based Reading Instruction	60		

Staff Development will acknowledge receipt of your application to add the Reading Endorsement and will process all paperwork including official verification of your completion of the Reading Endorsement Inservice Add-on Certification Program.

## Appendix F

### Participant Evaluation

# STAFF DEVELOPMENT PARTICIPANT EVALUATION

Component Title: \_\_\_\_\_

Component #: \_\_\_\_\_ Session #: \_\_\_\_\_ Dates: \_\_\_\_\_

Workshop Title: \_\_\_\_\_

Workshop Leader: \_\_\_\_\_

What is your job role?

- Teacher
- Administrator
- Non-Instructional

What is your job location?

- Elementary School
- Middle School
- High School
- Other

**The selection of this inservice program was influenced most by:**

- administrative recommendation
- state/district requirement
- peer recommendation
- self

### BUBBLE CORRECT RESPONSE

High Degree	Average Degree	Low Degree	Not Applicable
-------------	----------------	------------	----------------

#### CONTENT

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The workshop was appropriate for my job role.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The content and objectives met my needs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Student needs and current research were referenced.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The handouts/materials will be useful in implementing the content of this workshop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### DEGREE OF KNOWLEDGE

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Implementation of the skills and knowledge will increase my job performance and/or student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I received adequate training to begin to implement the skills and knowledge learned.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Follow-up training would increase the degree to which I can implement the skills learned.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### CONSULTANT EFFECTIVENESS

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The trainer was knowledgeable in the subject matter.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The trainer used job-related examples and activities.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The trainer demonstrated effective presentation skills and methods. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The trainer responded to the needs of the audience.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### OTHER INFORMATION

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I would recommend this class to someone with training needs and job responsibilities similar to mine. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The workshop facility was conducive to learning.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I found this workshop, overall, to be worthwhile and professionally stimulating.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The length of time for the training was adequate.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The time of day for the training was convenient.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments: \_\_\_\_\_

Participant Name (optional) \_\_\_\_\_

School/Department \_\_\_\_\_

## Appendix G

### Checklist of Competencies

## Checklist of Competencies

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

Specific Indicator	Decision	Method of Assessment
6.1	Applies knowledge of language development	
6.2	Demonstrates knowledge of research-based instructional practices for developing students' phonemic awareness	
6.3	Demonstrates knowledge of research-based instructional practices for developing phonics skills and word recognition	
6.4	Demonstrates knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance	
6.5	Demonstrates knowledge of research-based instructional practices for developing both general and specialized content area vocabulary	
6.6	Demonstrates knowledge of research-based instructional practices for facilitating reading comprehension	
6.7	Demonstrates knowledge of instruction to facilitate students' metacognitive efficiency in reading	
6.8	Demonstrates knowledge of research-based instructional practices for developing critical thinking and content area reading skills	
6.9	Demonstrates knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time	
6.10	Demonstrates knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students	
6.11	Demonstrates instructional skill in working with LEP students at different levels of oral proficiency	
6.12	Demonstrates knowledge of creating both language-rich and print-rich environments	

**Use the following codes for completion of this form:**

Decision	Method of Assessment
D=Demonstrated	O=Observation
PD=Partially Demonstrated	W=Written Reflection
ND=Not Demonstrated	R=Oral Reflection
	CS=Case Study

The practicum is considered to be complete when the teacher has demonstrated success on at least 80% (10) of the indicators.

Signature of Practicum Advisor \_\_\_\_\_

Title: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix H

### Staff Development Policy for Acceptance of College Level Course

## Guidelines for Approval of College Coursework

Participants enrolled in a district inservice add-on certification program may substitute college coursework for one or more of the required inservice courses.

- The course must be equivalent to a 3-semester hour course
- A grade of "C" or above must be earned
- The course must have been completed at an accredited college
- The course must have been completed within the last ten years (exception - if there have been significant changes in the last ten years in a course of study, the participant may be required to re-take the course)
- Courses must be comparable in specific content to the approved inservice add-on certification component. If necessary, a course description may be required from the applicant for comparison to the inservice course objectives. The comparison of college coursework to the inservice component objectives will be reviewed by either the district certification specialist or the district Reading/Language Arts specialist.
- The district certification specialist or district Reading/Language Arts specialist will be the appropriate authorities for review of college credit.