

Santa Rosa District Schools

Reading Endorsement

Add-On Certification
2020-2025

School Board Approval

The Santa Rosa County School Board has approved the Reading Endorsement Add-On Certification Program. This document will be housed in the Professional Learning Catalog for the 2020-2025 school years.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

Dr. Karen Barber, Superintendent

Wei Ueberschaer, School Board Chair

Reading Endorsement

I. TITLE

The School District of Santa Rosa's County's Inservice Add-On Certification for Reading Endorsement

II. RATIONALE AND PURPOSE

This inservice program was developed to meet the following needs of the School District of Santa Rosa County:

1. Florida requires any K-12 teacher, including ESE and ESOL, who is providing intensive reading intervention (i.e., MTSS Tier 3 students as defined by the district's K-12 Comprehensive Reading Plan) be reading endorsed or certified.
2. Florida statute (s. 1008.25(7)(b)3 F.S.) requires that any teacher, including ESE and ESOL, who is teaching reading to retained third graders, including summer camp students, must be reading endorsed or certified.
3. Teachers who teach any grade 7-12 state-coded reading course must be reading endorsed or certified.
- 1.4. Successful completion of this inservice program will provide teachers holding a Florida Professional Educator's certificate with the necessary inservice for adding the Reading Endorsement to a current certificate.

The primary purpose of this program is to develop and increase the competencies of employees responsible for teaching reading in Santa Rosa District Schools. The specified competencies to be gained by program participants are identified in the inservice components contained within this proposal.

Program Admission Requirements:

Employment as a teacher in the School District of Santa Rosa County

III. PROGRAM CONTENT/CURRICULUM

Individuals must earn a total of 300 inservice points, equivalent to 15 semester hours of college credit, by successfully completing the prescribed set of inservice components included in this program. Candidates must demonstrate mastery in each of the following competencies: (1) Foundations of Reading Instruction; (2) Application of Research-Based Instructional Practices; (3) Foundations of Assessment; (4) Foundations of Applications of Differentiated Instruction; and (5) Demonstration of Accomplishment.

Options that may be used in lieu of inservice for this endorsement program by using the following criteria:

1. College Coursework
 - Courses must be equivalent to a minimum of 60 inservice points (3 semester hours) and must correspond with the content provided in the components listed in the Inservice Components Section of this document.
 - Use of college courses for the coaching endorsement must be approved by the Educator Certification office.
 - After completion of the college course, an official college transcript showing a grade equivalent of at least a "C" must be forwarded to the Certification Office.
2. Reading Subject Area Test
 - Teachers who receive a passing score on the K-12 Reading Subject Area Exam may submit the scores to FDOE and have the Reading Endorsement added to the current Professional Educator Certificate without completing the coursework per Rule 6A-4.0021, F.A.C.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

Santa Rosa County Schools offers two Reading Endorsement pathways for teachers. Each pathway has been approved through the Florida Department of Education Just Read! Florida and Certification offices. The Reading Endorsement pathways are offered to teachers at no personal cost. The Literacy Department and Office of Professional Learning collaborate to ensure a seamless transition as teachers complete the program requirements.

Beacon Educator

Beacon Educator: Reading Endorsement is offered to K-12 teachers. The Literacy Department contracts with Beacon for professional development services. Teachers complete a sequence of 5 required courses. Each self-paced course addresses one of the Reading Competencies. The program is offered online with practical applications required in the teacher's classroom. Teacher progress is monitored by the Literacy Department and Office of Professional Learning. Upon successful completion of each course, the teacher receives professional development credit (60 points per class, 300 points total) entered in MyPD.

Language Essentials for Teachers of Reading and Spelling (LETRS)

[LETRS is offered as an approved Reading Endorsement pathway for K-2 and ESE teachers. The Literacy Department contracts services with LETRS for access to the LETRS Learning Platform, LETRS textbooks, and LETRS training. Through LETRS, teachers complete 8 Units of study \(40 points each\) with Reading](#)

Endorsement Competencies integrated throughout the Units (320 inservice points). Teachers participate in a scheduled, text-book study with associated LETRS Learning Platform (online) activities, required LETRS training, and a Canvas-supported Reading Endorsement portfolio requirement. LETRS training is presented in two 3-hour time blocks. Teachers may attend the LETRS training during the school day (8am – 3pm, 2 sequential trainings) where the Literacy Department provides payment for a substitute teacher; or the teacher may select to receive the trainings afterschool (3:30 – 6:30) and receive a stipend for attending the trainings.

V. PROGRAM COMPLETION/CERTIFICATION REQUIREMENTS

The Literacy Department monitors progress of teachers throughout their selected program (Beacon or LETRS). As teachers complete courses/units, inservice points are added to the teacher's professional development transcript in MyPD and substitutes or stipends are provided (as appropriate for the program). Teachers receive 60 inservice points for each Beacon course for a total of 300 inservice points. Teachers receive 40 inservice points for each LETRS course for a maximum of 320 inservice points (300 inservice points are required).

Throughout the process, the Literacy Department and the Office of Professional Learning collaborate to ensure quality learning experiences for teachers. The Office of Professional Learning regularly retrieves progress reports and submits documentation to ensure each teacher receives the inservice points earned through the program. Simultaneously, the Literacy Department provides access to the programs, monitors the progress and completion of the Reading Endorsement requirements. Upon successful completion of the program, the Literacy Department notifies Human Resources of teachers who completed the requirements for the Reading Endorsement. Simultaneously, teachers are encouraged to contact the district's Certification Office regarding the formal application process to the Florida Department of Education.

VI. PROGRAM EVALUATION

The program will be evaluated annually each spring by the Literacy Department to determine the effectiveness of the program and needed changes.

VII. PROGRAM MANAGEMENT

Evaluation design: Participants will complete all program activities and demonstrate competency on at least 80% of the objectives as determined by the module/course activities.

In addition, each individual will complete an online survey to evaluate the overall effectiveness of the component.

VIII. INSERVICE COMPONENTS

The Professional Learning Catalog components that have been developed for this

inservice endorsement program include: (1) a list of competencies to be attained by each participant; and (2) the assessment procedures to be followed in the attainment of competencies and the associated criteria for management and successful component completion.

HB7069: Reading Endorsement: Reading 1 Foundations of Instruction R+

COMPONENT NUMBER: 2-013-057

Function: Instructional Methodology/ Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (057)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

This component provides participants the ability to explore reading as a process of student engagement in construction of meaning. Participants will gain substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. This component is written exclusively for the Beacon course which addresses current research on core reading concepts and cannot be used for any other course.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Performance Indicator A: Comprehension

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language

- 1.B.1 Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional

decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.3 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.41 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the reading components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect

upon reading as a process for native speakers of English and English language learners.

- 1.G.41 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

- **HOW** will the experiences be provided to participants during this delivery?

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:

Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and

Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by:

- 1 Multiple Choice Exam(s) - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 9 Reflection(s) - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative(s) must meet 80% of the established criteria.

Who will use the evaluation data gathered?

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered?
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the P D?
 - c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: to meet HB7069 requirements

HB7069: Reading Endorsement: Reading 2 Evidence-Based Practices R+

COMPONENT NUMBER: 2-013-058

Function: Instructional Methodology/ Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (058)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

The focus of this course is to discover how to scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Participants will engage in the systematic problem-solving process. This course meets Florida's requirement for Reading 2: Research-based Practice. Access to students is required. This component is specifically for the Beacon online course of the same name and may not be used for any other courses.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Performance Indicator A: Comprehension

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: Phonological Awareness

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
- 2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator D: Phonics

- 2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
- 2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
- 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
- 2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency

- 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
- 2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
- 2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary

- 2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
- 2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
- 2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
- 2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
- 2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
- 2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
- 2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the reading components

- 2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
- 2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
- 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Additional Objectives Based on HB 7069 Requirements

- Identify characteristics of dyslexia and other causes of diminished phonological processing skills.
- Integrate an explicit, systematic, and sequential approach to reading instruction that includes multisensory intervention strategies.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

HOW will the experiences be provided to participants during this delivery?

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:

Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant

measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by:

- 1 Multiple Choice Exam(s) - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 9 Reflection(s) - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative(s) must meet 80% of the established criteria.

Who will use the evaluation data gathered?

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered?
 - a. What evaluation data addresses value of the PD design?
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 - c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

Reading Endorsement: Reading 3 Assessment

COMPONENT NUMBER: 4-013-001

Function: Assessment and Data Analysis/Problem Solving (4)

Focus Area: Reading (013)

Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

Participants will examine the concepts and characteristics of different types of assessment. Gain the knowledge and skills necessary to administer, interpret, and use formal and informal reading assessments for diverse students. Open new pathways for possible prevention, identification, and remediation of reading difficulties. This component is written specifically for the Beacon course of the same name and cannot be used for any other course.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

- 3.1 - Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 - Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
- 3.3 - Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 - Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 - Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 - Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 - Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 - Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 - Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 - Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 - Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

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Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069: Reading Endorsement: Reading 4 Differentiated Instruction R+

COMPONENT NUMBER: 2-013-059

Function: Instructional Methodology/ Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (059)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

This purpose of this course is to understand cognitive, language, and reading development, including difficulties in six major reading components. Explore the foundations and principles of differentiated instruction and strategies for implementation to enrich and extend student learning. Participants must have completed Reading Competencies 1-3 prior to beginning this course. Access to students is required. This component is written for this specific Beacon course by the name above and cannot be used for any other course.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

Competency 4: Foundations and Applications of Differentiated Instruction

- 4.1 - Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 - Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 - Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 - Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 - Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 - Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 - Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 - Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 - Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 - Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 - Scaffold instruction for students having difficulty in each of the components of reading.
- 4.12 - Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 - Monitor student progress and use data to differentiate instruction for all students.
- 4.14 - Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 4.15 - Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 - Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 - Implement research-based instructional practices using writing to develop students'

comprehension of text.

- 4.18 - Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 - Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

Additional Objectives Based on HB 7069 Requirements

- Design instructional plans that include explicit, systematic, and sequential instruction and incorporate multisensory intervention.
- Implement instruction appropriate for a student with dyslexia (or the characteristics of dyslexia).

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

HOW will the experiences be provided to participants during this delivery?

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:

Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant

measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by:

Participants must document their learning by completing the following summative(s).

- 3 Lesson Plan(s) - Learner creates a standards-based plan for instruction.
- 1 Multiple Choice Exam(s) - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 5 Reflection(s) - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative(s) must meet 80% of the established criteria.

Who will use the evaluation data gathered?

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered?
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the P D?
 - c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069: Reading Endorsement: Reading 5 Demonstration of Accomplishment R+

COMPONENT NUMBER: 2-013-060

Function: Instructional Methodology/ Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (060)

POINTS TO BE EARNED: 60 points per certificate

DESCRIPTION:

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process. This component is created specifically for the course Beacon course by the same name and cannot be used for any other course.

Participants must have completed 240 hours of reading endorsement inservice before taking the practicum, Demonstration of Accomplished Practices.

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements) Competency 5 - Demonstration of Accomplishment

5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.

5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.

5.3 Demonstrate research-based instructional practices for developing oral/aural language development.

5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.

5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.

5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.

5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.

5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.

5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.

5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.

5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.

5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.

5.13 Create an information intensive environment that includes print and digital text.

5.14 Use a variety of instructional practices to motivate and engage students in reading.

5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Additional Objectives Based on HB 7069 Requirements

Design instructional plans that include explicit, systematic, and sequential instruction and incorporate multisensory intervention.

Implement instruction appropriate for a student with dyslexia (or the characteristics of dyslexia).

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.

HOW will the experiences be provided to participants during this delivery?

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

R: Electronic- interactive with on-going monitoring and feedback

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

IMPACT EVALUATION PROCEDURES:

Staff

A: Changes in instructional or learning environment practices implemented in the classroom or directly with students

Student

G: Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by:

Participants must document their learning by completing the following summative(s).

- 3 Lesson Plan(s) - Learner creates a standards-based plan for instruction.
- 3 Reflection(s) - Learner synthesizes previous knowledge and course content in order to develop a narrative response.
- 1 Video Submission(s) - Learner demonstrates implementation of course content by providing a video

submission of a specified activity.

The summative(s) must meet 80% of the established criteria.

Who will use the evaluation data gathered?

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

- **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**
- What other forms of evaluation data will be gathered?
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the P D?
 - c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069: Reading Endorsement: LETRS Unit 1

COMPONENT NUMBER: 2-013-061

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (061)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 1 of LETRS provides training for teachers in understanding the challenge in learning to read and a foundation of the reading process. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Discuss why reading is difficult.
2. Explain the connection between language and literacy.
3. Recognize the skills that support proficient reading.
4. Recognize characteristics of the developmental phases of early word recognition and what they indicate about students' instructional needs.
5. Describe and recognize the major types of reading difficulties.
6. Understand how to select and use assessment for prevention, early intervention and differentiated instruction.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**
 - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the participant, documented observation by administrators, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 2

COMPONENT NUMBER: 2-013-062

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (062)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 2 of LETRS provides training for teachers in understanding the sounds involved in speech and a foundation of phonological awareness. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply their new skills in their classroom setting and integrate strategies into their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 3

COMPONENT NUMBER: 2-013-063

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (063)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 3 of LETRS provides training for teachers in understanding instruction for beginning phonics, word recognition, and spelling. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 4

COMPONENT NUMBER: 2-013-064

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (064)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 4 of LETRS provides training for teachers in understanding advanced decoding, spelling and word recognition skills, decoding assessment tools, and best practices for teaching decoding. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Explain advanced word study strategies.
2. Understand position-based spelling correspondences and other orthographic conventions.
3. Demonstrate phoneme-grapheme mapping.
4. Recognize the six syllable types and explain how they should be taught.
5. Distinguish syllables from morphemes.
6. Explain the suffix rules.
7. Utilize spelling screeners and know how to interpret the results to utilize best practices for teaching spelling.
8. Describe the relationship between reading fluency and reading comprehension.
9. Align practices with scientific evidence for building word, sentence, and passage reading fluency.
10. Interpret phonological, phonics, spelling and fluency data.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 5

COMPONENT NUMBER: 2-013-065

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (065)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 5 of LETRS provides training for teachers in understanding the challenge in vocabulary knowledge and instruction. This course provides a foundation of word knowledge and use. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the relationship among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension.
2. Explain how to create a mental map of a well-known word or words.
3. Identify words that should be taught directly.
4. Explain how to introduce new words and effective practice of new words.
5. Create a language-rich classroom.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they use this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 6

COMPONENT NUMBER: 2-013-066

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (066)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 6 of LETRS provides training for teachers in understanding reading comprehension instruction and text structure. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Recognize the language and cognitive skills that support reading comprehension.
2. Distinguish comprehension products from comprehension processes.
3. Recognize the characteristics of students who struggle with language and reading comprehension.
4. Explain the connection among vocabulary, background knowledge, and reading comprehension.
5. Develop a process for teaching texts.
6. Understand the importance of syntax and how to teach it.
7. Explain the importance of text coherence and its relationship to mental coherence.
8. Explain how text structure affects comprehension.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 Reading Endorsement: LETRS Unit 7

COMPONENT NUMBER: 2-013-067

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (067)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 7 of LETRS provides training for teachers in understanding text-driven instruction and the importance of questioning in reading. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the balance of foundational skills with language comprehension.
2. Identify which comprehension strategies are supported by research.
3. Identify effective strategies during and after reading.
4. Guide student generated questions before, during, and after reading to deepen understanding of text.
5. Reread and revisit text for various purposes.
6. Demonstrate the process for planning an entire reading comprehension lesson.
7. Adapt instruction for special populations of students.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

- **R: Electronic Interactive**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific

learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

Reading: HB7069: Reading Endorsement: LETRS Unit 8

COMPONENT NUMBER: 2-013-068

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (068)

POINTS TO BE EARNED: 40 maximum points per year

DESCRIPTION: Unit 8 of LETRS provides training for teachers in understanding the challenge in the reciprocal relationship between reading and writing. By successful completion of this course, participants will satisfy a portion of the FDOE Reading Endorsement requirements. This course meets the requirements of HB7069.

EVIDENCE OF READING ENDORSEMENT: Participants must complete all activities in the LETRS Learning Platform including the Bridges to Practice activities, the LETRS training, the Unit Extension activity, and the Reading Endorsement Case Study to demonstrate application of learning as required by the Reading Endorsement Matrix.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand why writing is important to benefit reading.
2. Understand the foundational and language skills necessary for writing.
3. Understand the phases of the writing process.
4. Understand how letter formation and handwriting fluency benefit students regarding reading.
5. Demonstrate explicit instruction for spelling.
6. Understand how to provide instruction to help students gain competence in building sentences.
7. Understand narrative, informational and opinion writing development.
8. Utilize various methods for assessing student progress in writing.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements