

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.
4. Literacy Coaches must be reading endorsed or certified.
5. 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.

Literacy Matrix – University of Florida Literacy Initiative

Literacy Matrix is a fully-online, competency-based professional development system designed to increase the capacity of educators to teach reading effectively, diagnose reading problems, and intervene appropriately using evidence-based methods. The Literacy Matrix is an approved route to reading endorsement in the state of Florida. The Literacy Matrix is designed to build on the K-5 teacher's existing knowledge and increase knowledge and skills in key areas of reading to improve literacy outcomes for students. The Literacy Matrix is a self-paced course and can be completed in 6-9 months. Each teacher receives a customized learning pathway with individualized guidance and job-embedded support provided by LM Course Navigators. The course consists of 6 sessions: 1) The Big Picture, 2) Competency 1: Foundations of Reading, 3) Competency 2: Instructional Practices, 4) Competency 3: Assessment of Reading, 5) Competency 4: Intervention, 6) Competency 5: Demonstration of Accomplishment. Each module contains an introduction and objective of the course, research presented in an easy to understand way, a teacher guest to explain the strategies, exemplar videos to showcase in real classrooms, interactive activities that provide opportunities for practice, and try-it-out and reflection assignments. The Literacy Matrix is offered to teachers at no cost to teachers or the District.

V. PROGRAM COMPLETION/CERTIFICATION REQUIREMENTS

The Literacy Department monitors progress of teachers throughout their selected program (Beacon, LETRS, or Literacy Matrix). 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.