

Santa Rosa District Schools Literacy Coach Endorsement

Add-On Certification 2022-2027

Page Break

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 2022-2027 school years.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

Dr. Karen Barber, Superintendent
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Wei Ueberschaer, School Board ChairPage

Literacy Coach Endorsement

I. TITLE

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

II. RATIONALE AND PURPOSE

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

1. An opportunity to enhance literacy knowledge and skills among literacy coaches and coach candidates who are reading endorsed or reading certified (Rule 6A-4.0293).
2. Promotes district vision of improving literacy achievement for all students. Teachers who teach any grade 7-12 state-coded reading course must be reading endorsed or certified.
3. Successful completion of this inservice program will provide teachers holding a Florida Professional Educator's certificate with reading endorsement or certification with the necessary inservice for adding the Literacy Coach Endorsement to a current certificate.

The primary purpose of this program is to upskill current literacy coaches and coach candidates to ensure they are well-equipped to support all teachers with effectively delivering evidence-based instruction to meet the needs of all students. The specified competencies to be gained by program participants are identified in the inservice components contained within this proposal.

Program Admission Requirements:

1. Employment as a teacher in the School District of Santa Rosa County
2. Hold a current professional certificate
3. Hold reading certification or reading endorsement

III. PROGRAM CONTENT/CURRICULUM

Individuals must successfully complete the course by demonstrating an increase in knowledge and skills and the ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program and the Domains and Standards of the Literacy Coach. Candidates must demonstrate mastery in each of the following competencies:

1. Applying Principals and Practices that Foster a Positive Culture
2. Applying Effective Pedagogy and Andragogy
3. Collecting Data to Inform Professional Learning
4. Planning, Implementing, and Analyzing Literacy Instruction
5. Growing Professionally

FDOE-approved options that may be used to earn this endorsement:

- a. Florida Center for Reading Research Literacy Coach Endorsement Program
- b. University of Florida Lastinger Center Literacy Coach Endorsement Program

IV. INSTRUCTIONAL DESIGN AND DELIVERY

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

Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program

FCRR, in collaboration with FDOE, developed a face-to-face Literacy Coach Endorsement Program designed to meet the FDOE Literacy Coaching Domains and Standards. The course provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities.

Candidates will participate in five courses delivered in-person:

1. Applying Principals and Practices that Foster a Positive Culture
2. Applying Effective Pedagogy and Andragogy
3. Collecting Data to Inform Professional Learning
4. Planning, Implementing, and Analyzing Literacy Instruction
5. Growing Professionally

University of Florida Lastinger Center Literacy Coach Endorsement Program

UF Lastinger Center, in collaboration with FDOE, has developed an online Literacy Coach Endorsement Program that is a comprehensive program created to equip literacy coaches with the skills, expertise, and resources they need to collaborate with educators and increase the effectiveness of literacy instruction, and thereby improve literacy outcomes for all students. The program is grounded in the science of reading and effective literacy coaching practices and aligned to the FDOE Literacy Coaching Domains and Standards.

There are five online modules in the UF Literacy Coach Endorsement Program:

1. Knowledge Building of Coaches
2. Use of Data to Inform Coaching
3. Application of Pedagogy and Andragogy
4. Building Relationships to Establish a Culture of Coaching
5. Continuous Improvement and Professional Growth

V. PROGRAM COMPLETION/CERTIFICATION REQUIREMENTS

Participants are expected to complete all course work in the respective program to include analyzing videos, interactive activities, reflective assignments and job-embedded performance tasks. Success is determined by a trained facilitator of the program with a process that has been approved by FDOE.

Throughout the process, the Literacy Department and the Office of Professional Learning collaborate to ensure quality learning experiences for teachers. Regular progress reports are provided to the district to ensure each Literacy Coach and Literacy Coach Candidate is progressing through the program. Upon successful completion of the program, district professional development credit will be awarded to the teacher and the Literacy Department

notifies Human Resources of teachers who completed the requirements for the Literacy Coach 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 the changes needed.

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 COMPONENT

The Professional Learning Catalog component that has 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.

Literacy Coach Endorsement Program Modules 1-5

COMPONENT NUMBER: 7-517-003

Function: Management/Leadership/Planning (7)

Focus Area: Instructional Leadership School Level (517)

Local Sequence Number(s): (003)

POINTS TO BE EARNED: 120 maximum points per certification

DESCRIPTION:

Participants will gain the knowledge needed to become or upskill a literacy coach. Modules from a state approved program are included in this component.

SPECIFIC LEARNER OBJECTIVES:

Upon successful completion of this module, participants will:

1. Build knowledge of coaching
2. Use data to inform coaching
3. Apply concepts of pedagogy and andragogy
4. Build relationships to establish a culture of coaching
5. Continuous improvement and professional growth

LEARNING PROCEDURES (Methods):

I: Job-Embedded Workshop

B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as lectures, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

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

Culminating activity will include demonstration of knowledge of the domains of the coaching program using case study, self-study assignments, etc.

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

Course facilitator will provide resources and continuous support through emails and other communication. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:

Staff A: Changes in instructional or learning environment practices implemented in the classroom

Student G: Did not evaluate student outcomes as “evaluation method staff” is the significantly more relevant measure.

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

- **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

- **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

- **Changing Educator Practice?**

To evaluate impact of the professional learning, participants will coach and mentor classroom teachers effectively so that literacy instruction will positively impact student performance.

- **Improving Student Outcomes?**

Formative assessments and observation of teacher instruction will be used to determine how effectively the coaching impacted student performance. Data collection and analysis will be used to inform improved literacy instruction.

Effective Date: 7/22

Department: Literacy

Name(s) of Component Author(s): CB

Date approved:

Revision Date:

Reason: new