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 a ~~the Beacon~~ DOE approved course ~~which addresses current research on core reading concepts and cannot be used for any other course.~~ for Reading Endorsement Competency 1.

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.

Performance Indicator A: Oral Language

- 1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.
- 1.A.2 Understand the differences between social and academic language.
- 1.A.3 Understand that writing enhances the development of oral language
- 1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
- 1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
- 1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
- 1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.
- 1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness

- 1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
- 1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
- 1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language. development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
- 1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
- 1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
- 1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.
- 1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.
- 1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

Performance Indicator C: Phonics

- 1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
- 1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
- 1.C.3 Understand structural analysis and morphology of words.
- 1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and

Formatted: Normal, No bullets or numbering

Formatted: List Paragraph, Line spacing: Multiple 1.07 li, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Line spacing: Multiple 1.07 li

Formatted: List Paragraph, Line spacing: Multiple 1.07 li, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Line spacing: Multiple 1.07 li

Formatted: List Paragraph, Line spacing: Multiple 1.07 li, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

- connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes.
- 1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.
- 1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
- 1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator D: Fluency

- 1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
- 1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
- 1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
- 1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
- 1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
- 1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.
- 1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator E: Vocabulary

- 1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
- 1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.
- 1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
- 1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
- 1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.
- 1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

- 1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.
- 1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
- 1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
- 1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts,

- with discussion and feedback, to sufficiently build students' capacity for comprehension.
- 1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.
- 1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 1.F.7 Understand 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. informational texts.
- 1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).
- 1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension
- 1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia
- 1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator G: Integration of Reading Components
- 1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.
- 1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.
- 1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.
- 1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
- 1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.
- 1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
- 1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
- 1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.
- 1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
- 1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and 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.

[Formatted: Line spacing: Multiple 1.07 li]

[Formatted: List Paragraph, Line spacing: Multiple 1.07 li, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"]

- **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 completing course requirements including :

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: 02/18/2021

Revision Date: 04/22 10/22

Reason: to meet HB7069 requirements update to include new pathways

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 a ~~the Beacon online~~ DOE approved course ~~of the same name and may not be used for any other courses~~ for Reading Endorsement Competency 2.

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.

Performance Indicator A: Oral Language

- 2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
- 2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
- 2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
- 2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
- 2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
- 2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
- 2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness

- 2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
- 2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
- 2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters
- 2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
- 2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).
- 2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
- 2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
- 2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
- 2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

Performance Indicator C: Phonics

- 2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
- 2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
- 2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
- 2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin

3

- boxes, spelling of Greek and Latin roots and affixes).
  - 2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
  - 2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.
  - 2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

Performance Indicator D: Fluency
- 2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
- 2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
- 2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
- 2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
- 2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
- 2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
- 2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

Performance Indicator E: Vocabulary
- 2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
- 2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
- 2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.). development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
- 2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
- 2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
- 2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension
- 2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
- 2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
- 2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.

- 2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
- 2.F.5 Use the interaction of readers' characteristics (background (background knowledge, interests, strengths and needs), along with motivation, complexity and purpose of reading, to impact comprehension engagement. and student engagement.
- 2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
- 2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
- 2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.
- 2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.
- 2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

Performance Indicator G: Integration of Reading Components

- 2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
- 2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
- 2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
- 2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency
- 2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.
- 2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
- 2.G.8 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
- 2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
- 2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
- 2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.

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 completing course requirements including:

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.

6

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: 02/18/2021
Revision Date: 04/22
Reason: ~~meet HB7069 requirements~~ update to include new pathways

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~~ a DOE approved course ~~of the same name and cannot be used for any other course~~for Reading Endorsement Competency 3.

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.~~
- 3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.
- 3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
- 3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
- 3.4 Understand the purposes of various formal reading assessments administered by school-based educators,

including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

- 3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.
- 3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.
- 3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.
- 3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.
- 3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
- 3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.
- 3.11 Analyze data to identify trends that indicate adequate progress in student reading development. 3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
- 3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.
- 3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
- 3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
- 3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.
-

LEARNING PROCEDURES (Methods):
  B: Electronic, Interactive
  I: Job-Embedded/Workshop

- **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

2

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 completing course requirements and. ÷
~~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: 02/18/2021
Revision Date: 4/22
Reason: ~~meet HB7069 requirements~~ update to include new pathways

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 a DOE approved course by the name above and cannot be used for any other coursefor Reading Endorsement Competency 4.

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.

1

- 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.
- 4.1 **Differentiate evidence-based** reading instruction in **oral language**, **phonological awareness, phonics, fluency, vocabulary** and **comprehension**, ranging from enrichment practices to **intensifying interventions.**
- 4.2 Understand the stages of English acquisition for English learners and **differentiate evidence-based** reading instruction for students at different levels of English proficiency.
- 4.3 Understand and apply current theories of second language acquisition to **differentiate** reading instruction for English 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 based on **informal** and **formal** assessments.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to **differentiate** instruction.
- 4.6 Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.
- 4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform **differentiated** instruction.
- 4.8 Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.
- 4.9 Plan for **differentiated** instruction that utilizes increasingly complex **text**, embeds assessment, includes **scaffolding** and provides reteaching when necessary for individuals and small groups.
- 4.10 **Differentiate** reading instruction for English learners across various levels of literacy development in their first language.
- 4.11 Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.
- 4.12 **Scaffold** instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.
- 4.13 Implement a classroom level plan for monitoring student reading progress and **differentiating** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia.**
- 4.14 Monitor student progress and use data to **differentiate** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.
- 4.15 Implement **evidence-based** practices for developing students' **higher order thinking** as part of differentiated instruction.
- 4.16 Implement **evidence-based** practices for developing students' **background knowledge** as needed through **differentiated** instruction, enhancing the ability to read critically.
- 4.17 Implement **evidence-based differentiated** instructional practices using writing to develop students' **comprehension of text**.
- 4.18 Implement appropriate and allowable instructional **accommodations**, including use of technology, as specified in the **Individual Educational Plan** or **504 Plan** when **differentiating** reading instruction for students with disabilities, including students with characteristics of **dyslexia**.
-

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).

2

Formatted: List Paragraph, Line spacing: Multiple 1.07 li, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

LEARNING PROCEDURES (Methods):
  B: Electronic, Interactive

  I: Job-Embedded/Workshop

  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 course requirements and following summative(s).

3

- 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: 02/18/2021
Revision Date: 04/22
Reason: meet HB7069 requirements update to include new pathways

Formatted: Normal, Indent: Left: 0.09", No bullets or numbering

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~~ a DOE approved course for Reading Endorsement Competency 5.
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.~~
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

1

5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.

5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.

5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.

5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.

5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.

5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.

5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.

5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.

5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.

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

 I: Job-Embedded/Workshop

Formatted: Indent: Left: 0.09"

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

2

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 completing course requirements including:

~~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

3

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: 02/18/2021
Revision Date: 04/22
Reason: ~~meet HB7069 requirements~~ update to include new pathways

4