Reading Endorsement Competency 2 – Applications of Research Based Instructional Practices

COMPONENT #: 1-013-321   **POINTS TO BE EARNED:** 60 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Additionally, the participant will engage in the systematic problem solving process.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
XPS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   ☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

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.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
   Learning and application through a blended/hybrid format that will include
   o Web based resources
   o Discussion of research-based best practices
   o Reflection
   o Case Studies
   o Collaborative learning activities
   o Review of current research
   o Protocols
2. Attend lectures and discussions:
   o Research-based instructional practices for oral language, phonological awareness, phonics, fluency, vocabulary and comprehension (SLO 2.A.1-2.G.6).
   o Research-based modifications for Limited English Proficient (LEP) and Exceptional Student Education (ESE) student; discuss their impact on reading development (SLO 2.A.1-2.G.6).
   o Techniques and strategies to scaffold for reading instruction (SLO 2.A.1-2.G.6).
3. Participants will demonstrate the ability to apply research based instructional strategies in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension (SLO 2.A.1-2.G.6).
4. View modeling of specific research-based instructional practices for each of the components in reading (i.e., reciprocal teaching for comprehension); practice delivery of each practice in a learning community and write a reflection (SOL 2.A.1-2.G.6).
5. Complete chapter assessments (SLO 2.A.5, 2.A.9, 2.C.2, 2.C.4 - 2.C.5, 2.D.2 – 2.D.4, 2.E.2 - 2.E.3, 2.F.5, 2.F.8).
6. Utilize a content area text and graphic organizer to plan text structure instruction (SLO 2.A.3, 2.A.5).
7. Demonstrate evidence in the creation of information intensive environment in diverse classrooms using various forms of informational text that includes digital text and technology (SLO 2.A.1-2.G.6).
8. Write brief papers and reflections on topics such as writing in response to reading, vocabulary development, interactive writing for discussion in class or in a learning community (SLO 2.A.1-2.G.6).
9. Participants will develop and present lesson plans that demonstrate explicit instruction and incorporate research-based instructional practices in all aspects of reading to address the needs of all learners; write a reflective paper of the differences in student's instructional needs (SLO 2.A1- 2.G.6).

10. Written website reviews for application for research-based instructional practices (SLO 2.A.7, 2.B.3, 2.C.3).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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