

Reading Endorsement Competency 3 – Foundations of Assessment

COMPONENT #: 1-013-322

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

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

This component is designed to enable the participant to understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. 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)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> XPS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> 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.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> 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).

- 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.

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

- Web based resources
- Discussion of research-based best practices
- Reflection
- Case Studies
- Collaborative learning activities
- Review of current research
- Protocols

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2. Attend lectures and discussions:
 - Different types of assessments (SLO 3.1-3.11).
 - Psychometric standards for reliability and validity (SLO 3.1-3.11).
 - The role of assessment n planning and validating instruction (SLO 3.1-3.11).
 - Appropriate use of instructional reading assessments (SLO 3.1-3.11).
3. Complete chapter assessments (SLO 3.1, 3.5 -3.8).
4. Participants will view modeling of an administration of a reliable and valid reading diagnostic assessments(in major areas of reading including but not limited to phonological awareness, phonics, spelling, fluency, vocabulary and comprehension); read and discuss the administration procedures and measures; practice administering (SLO 3.1-3.11).
5. Participants will view modeling of an administration of a reliable and valid reading screening and progress monitoring assessment (in major areas of reading including but not limited to phonological awareness, phonics, spelling, fluency, vocabulary and comprehension); read and discuss the administration procedures and measures; practice administering (SLO 3.1-3.11).
6. Participants will practice interpretation of a variety of assessment results that include screening, diagnostics and progress monitoring assessments (SLO 3.1-3.11).
7. Participants will develop an assessment tool kit including formal and informal assessments, and screening, diagnostic, progress monitoring, and outcome instruments, that support diagnosis of difficulties in various areas of literacy (SLO 3.1-3.11).
8. Develop a case study for one individual student analyzing findings of an approved assessment instrument and model an activity to demonstrate a strategy used to address an area of weakness identified for the individual student and write a reflective paper with interpretive results (SLO 3.1-3.11).
9. Write reflections on such topics as characteristics of reading assessments, informal reading inventories, assessments and accommodations for English Language Learners and students with disabilities (SLO 3.1-3.11).
10. Develop an instructional plan for a classroom based upon data collected including appropriate accommodations for English Language learners and students with disabilities (SLO 3.9, 3.11).
11. Match appropriate scientific research-based interventions based on student need for differentiated instruction (SLO 3.1-3.11).
12. Create a monitoring system for evaluating effective instruction/intervention across all tiers of support (SLO 3.1-3.11).

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.

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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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Department: Center for Professional Development

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