

Reading Endorsement Competency 5 – Demonstration of Accomplishment

COMPONENT #: 1-013-324

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, through a culminating practicum, to 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. 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 |

Reading Endorsement Competency 5 Demonstration of Accomplishment COMPONENT #: 1-013-324

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).

- 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.
- 5.4 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.5 Demonstrate research-based instructional practices for developing students' phonological awareness.
- 5.6 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.7 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.8 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.9 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.
- 5.10 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.11 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.13 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.14 Create an information intensive environment that includes print and digital text. 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.

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

Reading Endorsement Competency 5 Demonstration of Accomplishment COMPONENT #: 1-013-324

2. Participants will create five(5) lesson plans, five(5) videos and five(5) reflections for each of the major components in reading. These products will incorporate:
 - Oral language, writing and listening skills (SLO 5.1-5.15).
 - Participants will demonstrate instructional accomplished practices in reading remediation by using assessments to determine student needs, research based instructional practices and differentiated instruction (SLO 5.1-5.15).
3. Develop a case study using assessment and data analysis to monitor student progress and guide instruction over time to enhance student achievement (SLO 5.1- 5.15).
4. Develop a clinical portfolio that includes:
 - Appropriate use and interpretation of assessment instruments (SLO 5.1- 5.15).
 - Appropriate application of research based instructional practices based upon results of assessment data (SLO 5.1- 5.15).
 - Application of appropriate differentiated instruction to meet diverse student reading needs (SLO 5.1- 5.15).
 - Collective evidence of monitoring student progress (SLO 5.1- 5.15).

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.

Reading Endorsement Competency 5 Demonstration of Accomplishment
COMPONENT #: 1-013-324

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.

Date Approved: 5/19/2014

Department: Center for Professional Development

Name of Author/Position: Carmen S. Concepcion – Endorsement Program Coordinator