SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

Due to guidelines from the Center for Disease Control intended to limit the spread of the COVID-19 virus, the School Board of Levy County will be accepting public comment on agenda items for upcoming Board meetings as follows:

1. Email publiccomment@levyk12.org. All public comments received at least two (2) hours prior to the scheduled meeting will be provided to Board members in advance of the meeting and shall be posted on the School Board's website along with the minutes of the meeting.

2. Public comments can also be delivered in writing to the District office at 480 Marshburn Drive, Bronson, Florida.

3. The public may also view this meeting through the following live stream: https://stream.meet.google.com/stream/c1847eb3-3519-4768-afe2-4e69d3524646

Agenda
May 12, 2020
6:00 p.m.

A) Call to Order, Invocation and Pledge of Allegiance:		Board Chairman
B) Adoption of Agenda:		Board Chairman
C) Welcome and Public Comments:		Board Chairman
D) Reading Endorsements – New Components for the Professional Learning Catalog (PLC):		Marla Hiers
E) UF Sports Hall of Fame Recognition - Gemma Fleming:		Marla Hiers
F) Levy County School Counselors Comprehensive Plan:		Dr. Rosalind Hall
G) Graduation Plans Update:		John Lott and Superintendent
H) Approval of Minutes of the April 28, 2020 Board Meeting:		Board Chairman

I) Consent Agenda:

    1. GENERAL ITEMS:
        a. Employee Status Changes/Recommendations:
        b. Family Medical Leave Requests:
        c. Instructional Services:
            1. Contracts and/or Agreements:

J) Superintendent's Comments / Recommendations:

K) Board Comments:

PERSONS DESIRING TO APPEAL ANY ACTION OF THE BOARD MAY BE REQUIRED BY FLORIDA STATUTES TO PROVIDE A VERBATIM TRANSCRIPT OF SAID ACTION
Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

CAMERON ASBELL
District 1

CHRIS COWART
District 2

BRAD ETHERIDGE
District 3

PAIGE BROOKINS
District 4

ASHLEY CLEMENZI
District 5

480 Marshburn Dr.
Bronson, FL 32621-0129

PHONE 352-486-5231
FAX 352-486-5237

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1. **GENERAL ITEMS:**

   a) **Employee Status Changes / Recommendations:**

   1. Pam Plemmons, WMHS Teacher, CDE, *resignation from employment to participate in DROP*, effective June 1, 2020 and ending May 31, 2025.

   2. *Request* approval of the job description for District ESE Pre-K Teacher and *position*, paid from Projects #11020 (20%) and #13720 (80%).

   3. George Deen, BMHS Teacher, Language Arts, M/J, *resignation*, effective June 1, 2020, original hire date August 10, 2017.

   4. Maura Thompson, JBES Teacher Aide, Title I, *resignation*, effective April 22, 2020, original hire date August 17, 2018.

   5. Maura Thompson, JBES Teacher, KG, *effective* April 23, 2020, *vacancy*.

   6. Jenna Bayer, JBES Data Entry Clerk, *internal transfer* to Confidential Secretary, *effective* June 1, 2020, *vacancy*.

   b) **Family Medical Leave Requests:**

   1. Greg Hamilton, WMHS Teacher, Health, Elem., April 29, 2020 through June 1, 2020.

   c) **Instructional Services:**
   1. Contracts and/or Agreements.

      i. 2020-2023 Contract between the School Board of Levy County and Edgenuity, Inc., paid from Project #11374.

2. **FINANCE:**

   a. Bid Requests:

      i. Request to extend bids for the 2020-2021 school year at the same rates and conditions as original bids for 2019-2020 SY, for the following:

      18-01 - Ceiling Tile & Grid
      18-02 - Floor tile
      18-03 – Pest Control
      18-04 – Motor Oil
      19-01 – Petroleum Products

ADDITION TO
Consent Agenda
May 12, 2020
6:00 p.m.

1. **GENERAL ITEMS:**

   a) **Employee Status Changes / Recommendations:**

      7. *Request* approval to *delete* the Lab Manager position at CKS, and *increase* the hours for Cynthia Paris, Music Teacher, *from* 18.75 hours *to* 28.125 hours weekly, *effective* August 3, 2020.

      8. Zachary DeSilvia, WMHS Custodian, *released during probationary period*, effective April 29, 2020, original hire date August 8, 2018.

      9. Judy Blackwell, WMHS Teacher Aide, Other Basic, *resignation*, effective April 27, 2020, original hire date September 17, 2018.

      10. Holly Willis, BES Assistant Principal, *resignation*, effective June 30, 2020, and *transfer* any unused leave, original hire date July 23, 2018.

   d) **Personal Leave in Excess of Six (6) Days Leave Requests:**

      1. Kevin Jones, BES Teacher Aide, April 23, 2020 through June 1, 2020.

      2. **(Board approved 3/24/20)** Susan Gruber, Countywide Teacher, Hospital/Homebound, March 17 – April 30, 2020, *amend and extend dates* April 30 – June 1, 2020.

   e) **Illness-in-Line-of-Duty Leave Requests:**

      1. Susan Wyant, WES FNS Worker, May 11, 2020, (7 hours).

SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON

Superintendent

BOARD MEETING
May 12, 2020
Administrative Office, School Board Room
6:00 p.m.

CAMERON ASBELL
District 1

CHRIS COWART
District 2

BRAD ETHERIDGE
District 3

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District 5

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*An Equal
Opportunity Employer*

Superintendent Approval Items   **(Initial)** _____

1. **FINANCE:**

    a) Amendment of Instructional and ESP Salary Schedules to allow payment to the following personnel for:

    Payment of Supplements to the following personnel for supplemental activities during the 2019-2020 school year, effective August 5, 2019 or as indicated.

School	Number	Name	Supplement	Percent	Effective Date
WES	SP411	Cecilie Smith	Reading Endorsement	100%	04/08/2020

- **Professional Development Training:** Request approval to pay *Regena Roberts* 40 hours of *stipend pay* for participating in an online Professional Development training in which she received a certificate as an Advanced Registered Behavior Technician (40 hour course), to be completed by June 1, 2020, paid via time sheets and from Project #13903 F2020.

*Our mission is to educate all students in a safe environment and
to graduate them ready for college and career success.*

READING
Endorsement Add-On Program
2020-2025

A Cooperative Effort to Provide Professional Learning
Options to NEFEC Participating Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf
and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando,
Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental
Research School, Putnam, Suwannee, and Union

Contents

NEFEC DISTRICT ADD-ON READING ENDORSEMENT PROGRAM

PROGRAM RATIONALE AND PURPOSE

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeast part of the state. Additionally, FSU Lab School, Hernando, Madison, and Monroe districts subscribe to the NEFEC Instructional Program and are covered under this endorsement program.

The 2020-2025 NEFEC District Reading Endorsement Add-on Program serves three important purposes for NEFEC member and participating districts. The first is to assure that the districts have a Reading Endorsement Program accessible to their teachers to meet the legislative mandates passed in House Bill 7069 (2017) and House Bill 7055 (2018).

In Memo DPS: 2019-153 from Chancellor Jacob Olivia, district leaders were reminded of the statutory requirements for certain students to be provided a teacher who is certified or endorsed in reading beginning July 1, 2020.

> House Bill 7069 (2017) amended section (s.) 1008.25(7), Florida Statutes (F.S.), to require that beginning July 1, 2020, students who are retained in grade three, and attend the district summer reading camp, are provided a teacher who is certified or endorsed in reading. This bill became effective July 1, 2017, giving districts three years to plan for the implementation of this section.

> House Bill 7055 (2018) amended section 1011.62(9), F.S., to require that, beginning with the 2020-2021 school year, intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading. This bill became effective July 1, 2018, giving districts two years to plan for the implementation of this section.

While the first purpose is to meet legislative requirements, the second is to provide a quality reading program that will result in teachers acquiring the knowledge and skills to improve reading for all students. In addition to learning the appropriate skills and competencies to become highly qualified reading teachers, the professional learning will ensure they have the content knowledge and pedagogy to teach students who require intensive reading instruction that includes multisensory strategies and interventions.

The 2020-2025 NEFEC District Reading Endorsement Add-on Program has been revised to include the mandates pursuant to Rule 6A-4.0163, F.A.C., amended on December 22, 2019. While the Reading Endorsement Competencies 2011 continue to be used as core competencies, an emphasis must be placed on the follow:

(a) effective methods of identifying characteristics of conditions such as dyslexia, and a focus on multisensory interventions, and

(b) instructional strategies to support explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and comprehension.

For the 2020-2025 NEFEC District Reading Endorsement Program, curriculum and assessments were

revised and new content developed throughout each competency to ensure the professional learning provides participants with knowledge and skills to use multisensory interventions and instructional strategies to support explicit, systematic, and sequential approaches to teaching reading. As part of the renewal process, revisions that included these changes were made to the North East Florida Educational Consortium 2020-2025 Reading Endorsement Alignment Matrix, and it was approved by Just Read, Florida! on March 3, 2020. The Matrix is in the final section of this endorsement document.

Finally, the NEFEC Reading Endorsement is offered through the NEFEC *e*Learning Network as a fully online program. By utilizing the NEFEC *e*Learning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. Even though the NEFEC Reading Endorsement courses are in a self-paced, online format, they are designed so that each participant dialogues with the course facilitator. Through the *e*Learning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated, and quality is maintained for all learners, at any given time or location for the teacher.

PROGRAM CONTENT/CURRICULUM

A. COMPETENCIES

GUIDING PRINCIPLE

Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

COMPETENCY 1: FOUNDATIONS OF READING INSTRUCTION 2025 – 60 IN-SERVICE HOURS

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

COMPETENCY 2: APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES 2025 -- 60 IN-SERVICE HOURS

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.

COMPETENCY 3: FOUNDATIONS OF ASSESSMENT 2025 -- 60 IN-SERVICE HOURS

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic

problem-solving process.

COMPETENCY 4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025 -- 60 IN-SERVICE HOURS

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT 2025 -- 60 IN-SERVICE HOURS

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.

B. SPECIALIZATION

6A-4.0292 Specialization Requirements for the Reading Endorsement.

(1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage; and one of the following options:

(a) Fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties to include the areas specified below:

1. Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;

2. Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;

3. Three (3) semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and

4. Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

(b) The completion of an approved certificate meeting the criteria of Section 1012.586, F.S. The department will review such a certificate provided the following items are submitted by a program for review:

1. Evidence the organization is internationally recognized for establishing standards for evidence-based interventions for struggling readers;

2. A thorough description of the competencies to be mastered in the specific certificate program to ensure these competencies are comparable to the Florida Reading Endorsement Competencies; and

3. A description of the clinical experience required to complete the certificate.

(c) A passing score on the Reading Certification Exam as determined by Rule 6A-4.0021, F.A.C.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56, 1012.586 FS. History–New 7-30-02, Amended 12-22-19.

C. NATIONALLY RECOGNIZED GUIDELINES

The foundational content for reading skills and the reading process included in the NEFEC Reading Endorsement courses is based on the seminal works of Marilyn Jager Adams (1990), *Beginning to Read: Thinking and Learning About Print,* the National Institute for Child Health and Development's (1998), *Preventing Reading Difficulties in Young Children*, and the National Reading Panel's Report (2000), *Teaching Children to Read*.

Closely aligned with the Florida Reading Endorsement Competencies and Indicators, the standards from three nationally recognized associations served as resources when developing the competencies' course work for the 2020-2025 NEFEC Reading Endorsement.

Council for Exceptional Children (CEC): *Professional Practice Standards for Special Educators*
The Practice Standards guide professional special educators "in ways that respect diverse characteristics and needs of individuals with exceptionalities and their families."

International Dyslexia Association (IDA): *Knowledge and Practice Standards for Teachers of Reading*
"The standards aim to specify what individuals responsible for teaching reading should know and be able to do so reading difficulties, including dyslexia, may be prevented, alleviated, or remediated."

International Literacy Association (ILA): *Standards for the Preparation of Literacy Professionals 2017*
"The standards…
- set forth the criteria for developing and evaluating preparation programs for literacy professionals.
- focus on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role,
- highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership, and
- address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms."

REFERENCES

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Council for Exceptional Children. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC https://www.cec.sped.org/

International Dyslexia Association. (2018) *Knowledge and Practice Standards for Teachers of Reading*. Retrieved from https://dyslexiaida.org/knowledge-and-practices/

International Literacy Association. (2018). *Standards for the preparation of literacy professionals 2017*. Retrieved from https://literacyworldwide.org/get-resources/standards/standards-2017

National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading*

instruction: reports of the subgroups. Washington, D.C.: National Institute of Child Health and Human Development, National Institutes of Health.

Snow, C. E., M. S. Burns, and P. Griffin, eds. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press, 1998.

D. READING ENDORSEMENT COMPETENCY PATHS 2020-2025

The following providers listed for each competency, except for the Florida University System (see [2] below), have been approved by Just Read, Florida!, and districts may elect to use their services.

Competency 1 / Component # 1-013-023 / 60 Hours		
Course	**Provider**	**Delivery**
Foundations of Reading Instruction 2025	NEFEC	Online
Reading 1: Foundations of Instruction	Beacon Educator	Online
Foundations of Language and Cognition	Shultz Center	Online
Instructional Foundations of Language and Reading	University of Florida Literacy Matrix	Online
Foundations of Reading Instruction, K-12, No. RL-ED-130	Literacy Solutions and More, Inc.	Online
Foundations of Reading Instruction	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course[1]	LETRS[1] (Voyager Sopris Learning)	Combination
Foundations of Language and Cognition EPI 009	EPI Faculty at various state colleges	Varies
Foundations of Reading Instruction	Florida University System[2]	Varies
Competency 2 / Component # 1-013-024 / 60 Hours		
Course	**Provider**	**Delivery**
Application of Research-Based Instructional Practices 2025	NEFEC	Online
Reading 2: Evidence-Based Practices	Beacon Educator	Online
Foundations of Reading Research-Based Practices	Shultz Center	Online
Applications of Reading Research-Based Instruction	University of Florida Literacy Matrix	Online
Application of Research-Based Instructional Practices for Grades, No. RL-ED-123	Literacy Solutions and More, Inc.	Online
Application of Research-Based Instructional Practices	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course[1]	LETRS[1] (Voyager Sopris Learning)	Combination
Foundations of Reading Research-Based Instruction EPI 0010	EPI staff at various state colleges	Varies
Application of Research-Based Instructional Practices	Florida University System[2]	Varies
Competency 3 / Component # 1-013-025 / 60 Hours		
Course	**Provider**	**Delivery**
Foundations of Assessment 2025	NEFEC	Online
Reading 3: Assessment	Beacon Educator	Online
Foundations of Assessment	Shultz Center	Online
Foundations of Assessment	University of Florida Literacy Matrix	Online

Foundations of Assessment and Tiered Intervention Strategies, No. RL-ED-221	Literacy Solutions and More, Inc.	Online
Foundations of Assessment	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course[1]	LETRS[1] (Voyager Sopris Learning)	Combination
Foundations of Assessment EPI 0011	EPI staff at various state colleges	Varies
Foundations of Assessment	Florida University System[2]	Varies

Competency 4 / Component # 1-013-026 / 60 Hours

Course	Provider	Delivery
Foundations and Applications of Differentiated Instruction 2025	NEFEC	Online
Reading 4: Differentiated Instruction	Beacon Educator	Online
Foundations of Differentiation	Shultz Center	Online
Foundations and Application of Differentiated Instruction	University of Florida Literacy Matrix	Online
Differentiating Instruction and Assessments: Foundations of Differentiation, No. RL-ED-112	Literacy Solutions and More, Inc.	Online
Foundations and Applications of Differentiated Instruction	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course[1]	LETRS[1] (Voyager Sopris Learning)	Combination
Foundations and Application of Differentiated Instruction	EPI staff at various state colleges	Varies
Differentiated Reading Instruction for Students: Making It Explicit PDA	FDLRS	Online; hybrid
Foundations and Applications of Differentiated Instruction	Florida University System[2]	Varies

Competency 5 / Component # 1-013-027 / 60 Hours

Course	Provider	Delivery
Demonstration of Accomplishment 2025	NEFEC	Online
Reading 5: Demonstration of Accomplishment	Beacon Educator	Online
Practicum	Shultz Center	Online
Demonstration of Accomplished Practices in Reading	University of Florida Literacy Matrix	Online
Demonstration of Accomplished Practices in Reading, No. RL-ED-256	Literacy Solutions and More, Inc.	Online
Demonstration of Accomplished Teaching Practices	EdHub of Florida, Inc.	Online
Integrates all five competencies into one comprehensive PL course[1]	LETRS[1] (Voyager Sopris Learning)	Combination
Demonstration of Accomplishment	Florida University System[2]	Varies

[1] LETRS includes 8 Units of course work, every 2 Units is equivalent to 1.25 competencies. To meet the 2 competencies per year requirement, 4 LETRS Units would need to be completed.

[2] Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements; credit hours can be converted to inservice points (See Transfer and Utilization of Credit).

INSTRUCTIONAL DESIGN AND DELIVERY

The NEFEC Reading Endorsement is delivered through NEFEC's *e*Learning Network as online reading courses. These courses are learner-centered, curriculum-focused and instructor-guided. NEFEC's online professional learning provides meaningful and authentic experiences, access to a variety of research-based best practices, mentoring by the state's experts, and practical application for increased student performance.

Competency 1 provides educators with the foundational knowledge base of language structure and function, as well as the five major components of the reading process. In addition, participants develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Competency 2 is designed to help teachers improve reading instruction for learners in grades preK-12 through applying the learning in the classroom. Teachers will practice using multisensory interventions and reading strategies for the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Competency 3 will provide teachers with skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12.

Competency 4 will provide teachers with knowledge and skills to identify the needs of students with differing profiles and use this knowledge for instructional decision making to meet the needs of all students. Participants will gain an understanding of how to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research in order to address prevention, identification, and remediation.

Competency 5 is the culminating practicum for teachers to demonstrate the knowledge and skills developed in the previous four competencies. Participants will teach lessons incorporating all the components of reading and using research-based multisensory interventions and strategies to support struggling readers and students with English as a second language, as well as administration of related assessments and data analysis.

A. INSTRUCTIONAL STRANDS

Component	Number	Inservice Points
Foundations of Reading Instruction 2025	1-013-023	60
Application of Research-Based Instructional Practices 2025	1-013-024	60
Foundations of Assessment 2025	1-013-025	60
Foundations and Applications of Differentiated Instruction 2025	1-013-026	60
Demonstration of Accomplishment 2025	1-013-027	60
Total Inservice Points for Reading Endorsement		300

B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	**EVALUATION (STUDENTS)**

A. Quality of Instruction
    A1. Instructional Design and Lesson Planning
    A2. The Learning Environment
    A3. Instructional Delivery and Facilitation
    A4. Assessment
B. Continuous Improvement, Responsibility and Ethics
    B1. Continuous Professional Improvement
    B2. Professional Responsibility and Ethical Conduct
	A. Results of State or District-Developed/Standardized Student Growth Measure(s)
	B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress
	C. Portfolios of Student Work
	D. Observation of Student Performance
	F. Other Performance Assessment(s)
	G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)
	Z. Did Not Evaluate Student Outcomes

C. INSTRUCTORS

NEFEC's *e*Learning Network uses facilitators for the online courses of the Reading Endorsement Add-on Program. Selection of facilitators is based on the following minimum criteria:

- Current Florida teaching certificate (or the equivalent) with reading endorsement, current Florida teaching certificate with Reading are certification (or the equivalent) or Reading degree from an accredited institution.
- Background of successful staff development and/or adult professional learning expertise.
- Minimum three years successful teaching experience in reading education.
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each learning module.
- Commitment to use and maintain the integrity of the published learning materials known collectively as the Reading Add-On Endorsement.
- Commitment to the District Alternative Program for Add-On Certification: Reading Endorsement and learning program, and to the delivery of learning at times and places convenient to the participants.

D. TRAINING COMPONENTS

COMPETENCY 1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING 2025

COMPONENT NUMBER: 1-013-023

Function: 1 – Subject Content/Academic Standards
Focus Area: 013 – Reading Content
Local Sequence Number: 023

POINTS TO BE EARNED: 60

DESCRIPTION

Participants will develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning. The purpose of this component is to provide substantive knowledge of language structure and function, as well as cognition for each of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice:
☒ Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

PERFORMANCE INDICATOR A: COMPREHENSION

1. Understand that building oral and written language facilitates comprehension.
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."
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
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.
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
7. Understand the reading demands posed by domain specific texts.
8. Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
9. Understand how English language learners' linguistic and cultural background will influence their comprehension.
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. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners home languages, and their significance for learning to read English.
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. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
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).
3. Understand that writing, in conjunction with phonological awareness, enhances reading development.
4. Distinguish both phonological and phonemic differences in language and their applications in

written and oral discourse patterns (e.g., language & dialect differences).

5. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
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. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
2. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
3. Understand structural analysis of words.
4. Understand that both oral language and writing can be used to enhance phonics instruction.
5. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR E: FLUENCY

1. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
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.
3. Understand the relationships among fluency, word recognition, and comprehension.
4. Understand that both oral language and writing enhance fluency instruction.
5. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR F: VOCABULARY

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.
2. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
3. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
4. Understand the domain specific vocabulary demands of academic language.
5. Understand that writing can be used to enhance vocabulary instruction.
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. Identify language characteristics related to social and academic language.
2. Identify phonemic, semantic, and syntactic variability between English and other languages**.**

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.
4. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
5. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
6. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: N-Independent Learning/Action Research

Implementation Support: Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Facilitator support provides ongoing feedback to participants.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC *e*Learning staff. This information is used as a metric in the NEFEC internal

evaluation system for the *e*Learning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC

Spring 2020

COMPETENCY 2: APPLICATIONS OF RESEARCH-BASED INSTRUCTION 2025

COMPONENT NUMBER: 1-013-024

Function: 1 – Subject Content/Academic Standards
Focus Area: 013 – Reading Content
Local Sequence Number: 024

POINTS TO BE EARNED: 60

DESCRIPTION

Participants will develop an understanding of how to apply the five essential elements of teaching reading to the reading process: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The purpose of this component is to provide the participants the opportunity to scaffold student learning by applying the principles of research-based reading instruction and integrating the components of reading. Teachers will engage in the systematic problem-solving process.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice:
☒ Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

PERFORMANCE INDICATOR A: COMPREHENSION

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. Use both oral language and writing experiences to enhance comprehension.
3. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
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.
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

PERFORMANCE INDICATOR B: ORAL LANGUAGE

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
2. Create an environment where students practice appropriate social and academic language to discuss diverse texts
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.
4. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
5. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

PERFORMANCE INDICATOR C: PHONOLOGICAL AWARENESS

1. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
2. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
3. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
4. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

5. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

PERFORMANCE INDICATOR D: PHONICS

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. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
3. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
4. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction

PERFORMANCE INDICATOR E: FLUENCY

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. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
3. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

PERFORMANCE INDICATOR F: VOCABULARY

1. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.
2. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
3. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
4. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
5. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
6. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
7. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
8. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

PERFORMANCE INDICATOR G: INTEGRATION OF THE READING COMPONENTS

1. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
2. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text

coding such as INSERT, two column notes).

3. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
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).
5. Demonstrate understanding of similarities and differences between home language and second language reading development.
6. Triangulate data from appropriate reading assessments to guide instruction.

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: N-Independent Learning/Action Research

Implementation Support: Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Facilitator support provides ongoing feedback to participants.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC *e*Learning staff. This information is used as a metric in the NEFEC internal

evaluation system for the *e*Learning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B.   WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C.   WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2020

COMPETENCY 3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS 2025

COMPONENT NUMBER: 1-013-025

Function: 1 – Subject Content/Academic Standards
Focus Area: 013 – Reading Content
Local Sequence Number: 025

POINTS TO BE EARNED: 60

DESCRIPTION

Participants will develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12. The purpose of this component is to provide the participants with an understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Participants will engage in the systematic problem-solving process.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice:
☒ Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:
1. Understand and apply measurement concepts and characteristics of reading assessments.

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. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.

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).

6. Analyze data to identify trends that indicate adequate progress in student reading development.

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).

8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: N-Independent Learning/Action Research

Implementation Support: Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Facilitator support provides ongoing feedback to participants.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC *e*Learning staff. This information is used as a metric in the NEFEC internal evaluation system for the *e*Learning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2020

COMPETENCY 4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION 2025

COMPONENT NUMBER: 1-013-026

Function: 1 – Subject Content/Academic Standards
Focus Area: 013 – Reading Content
Local Sequence Number: 026

POINTS TO BE EARNED: 60

DESCRIPTION

Participants will develop knowledge and skills to identify the needs of students with differing profiles and use this knowledge for instructional decision making to meet the needs of all students. Participants will gain an understanding of how to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research in order to address prevention, identification, and remediation. The purpose of this component is to provide the participants with broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Participants will engage in the systematic problem-solving process.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice:
☒ Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
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.
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. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
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.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.
12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.
14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
15. Implement research-based instructional practices for developing students' higher order thinking.
16. Implement research-based instructional practices for developing students' ability to read critically.
17. Implement research-based instructional practices using writing to develop students' comprehension of text.
18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: N-Independent Learning/Action Research

Implementation Support: Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Facilitator support provides ongoing feedback to participants.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level

processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

Evaluation Methods for Students Code: A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

D. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC *e*Learning staff. This information is used as a metric in the NEFEC internal evaluation system for the *e*Learning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

E. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

F. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2020

COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING 2025

COMPONENT NUMBER: 1-013-027

Function: 1 – Subject Content/Academic Standards
Focus Area: 013 – Reading Content
Local Sequence Number: 027

POINTS TO BE EARNED: 60

DESCRIPTION

Participants will demonstrate research-based instructed strategies for all of the components of reading, as well as administration of related assessments and data analysis. Participants will also demonstrate skill in student engagement and differentiation for learners from diverse backgrounds.

The purpose of this component is to provide the participants 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. Participants will engage in the systematic problem-solving process.

LINKS TO PRIORITY INITIATIVES

☒ Assessment and tracking student progress
☒ Digital Learning/Technology Infusion
☒ Instructional design and lesson planning
☒ Learning environment
☒ Mastery of a specific instructional practice:
☒ Multi-tiered System of Supports (MTSS)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.

PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on content and readings
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Collaborative practice in online learning communities
- Online coursework
- Online support for instructional practice and critical reflection

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: N-Independent Learning/Action Research

Implementation Support: Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Facilitator support provides ongoing feedback to participants.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

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WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC *e*Learning staff. This information is used as a metric in the NEFEC internal evaluation system for the *e*Learning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2020

PROGRAM COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

The endorsement requirements for teachers of reading include professional preparation as specified in State Board Rule 6A-4.0292. Reading Endorsement may be added to a standard coverage through the earning of college course credit or district add-on program using inservice points or a combination of inservice and college work. This program uses only inservice points to add a reading endorsement. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. If a college course is to be substituted for one of the inservice courses listed, the NEFEC or district Reading Coordinator must compare the course syllabus to the specific objectives (indicators) in the inservice course to ensure that all indicators are met within the college course.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- Verification of successful demonstration of all applicable competencies within a component of another district's Reading Endorsement add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or
- Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials.

This review shall be conducted by personnel from the district's staff development office.

B. COMPETENCY DEMONSTRATION

All those attempting to add the Reading Endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means.

In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. These variations are outlined in the North East Florida Educational Consortium 2020-2025 Reading Endorsement Alignment Matrix, (end of document).

Inservice points for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, practicum (when applicable), and implementation activities.

C. COMPETENCY VERIFICATION

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer;

course syllabi will be analyzed to determine correlation to the appropriate Reading inservice course within the chosen plan of study. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. EVALUATION PLAN

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Reading Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria. Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district reading director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation. Impact of more qualified and trained teachers on student performance will be investigated.

B. ANNUAL REVIEW

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:
1. Descriptive Data: Number of teachers who are out-of-field in Reading Endorsement, Number and percentages of out-of-field that have enrolled in the add-on program, Number of enrollees dropped for non-performance, and Number and percentage of program completers.
2. Client Satisfaction: Data Attitudes of candidates will be surveyed to determine the extent to which: Program is meeting candidate needs, Quality of instruction is consistent with professional learning standards, Curriculum is pertinent to their coaching and professional learning needs, and Pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
3. Supervisory Evaluation Data: Add-on certification program is meeting school and program needs, Skills acquired in add-on training are practiced and shared with others, and Evidence exists of tangible benefits to students accruing from add-on training.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the reading classroom.

PROGRAM MANAGEMENT

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Professional Learning Catalog /Endorsement Coordinator will be responsible for the overall management of the add-on program. The North East Florida Educational Consortium will be responsible for: Updating and reviewing the courses offered by the consortium, Advertising the availability of the courses to the individual districts, and providing qualified facilitators. Inservice training may also be offered by districts, state institutions, and regional service providers through Reading Endorsement programs with Just Read, Florida! approved Reading Endorsement Alignment Matrix (see Reading Endorsement Competency Paths 2020-2025 chart).

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the Reading Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District. A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program. Enrollment preference will be given to educators that are currently classified as in need of Reading endorsement to meet employment requirements. Other participants will be admitted to the Reading Endorsement Program as part of their professional learning plans or to earn inservice credit for recertification purposes.

B. ADVISEMENT

Each applicant will receive access to the Reading Endorsement requirements and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant. Continuing advisement will be provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the Reading Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless, because of serious illness or extreme emergency, the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

D. TRANSFER AND UTILIZATION OF CREDIT

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Reading inservice course

within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Reading Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for Reading. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

E. CERTIFICATION OF COMPLETION

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Reading Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.

SCHOOL BOARD APPROVAL

In order for the Reading Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

NEFEC 2020-2025 READING ENDORSEMENT ALIGNMENT MATRIX

Reading Endorsement Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Contents

COMPETENCY 1: FOUNDATIONS OF READING INSTRUCTION

FOUNDATIONAL READING SKILL: COMPREHENSION

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Course Number and Name	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-023 Instructional Foundations of Language and Reading	Course Content: The Role of Language in Comprehension	1.A.1	**Understand** that building oral and written language facilitates comprehension.	Read the course content (Module 2, Unit 2, Lesson 1). Watch the video interview with Dr. Paula Tallal, Part 1 and use the Video Reflection Sheet to share your understanding about how building oral and written language facilitates comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary Reflection
	Course Content: Academic Language	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."	Read the course content (Module 3, Unit 2, Lesson 2). Use the Double Entry Journal to explain the importance of learning syntax, semantics, pragmatics, vocabulary and text structures for comprehension of academic language.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary Reflection
	Course Content: The Impact of Text on Comprehension	1.A.3	**Understand** the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).	Read the course content (Module 2, Unit 2, Lesson 3). Complete Reflection Sheet to check for understanding the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Interaction of Reader Characteristics	1.A.4	**Understand** how the interaction of reader characteristics, motivation, purpose of reading and text elements impacts comprehension and student engagement.	Read the course content (Module 2, Unit 2, Lesson 4). Using the Discussion Board, explain how the interaction of reader characteristics, motivation, purpose of reading and text elements impacts comprehension and student engagement.	Unit 1 Oral Language Assessment (scenario-based)
	Course Content: Cognitive Targets and Development	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.	Read the course content (Module 2, Unit 2, Lesson 5). Complete Reflection Sheet to check for understanding the cognitive targets and the role of cognitive development in the construction of meaning of literary and informational texts.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection

	Course Content: Reading as a Process	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.	Read the course content (Module 2, Unit 2, Lesson 6). Complete Reflection Sheet to check for understanding that reading is a process of constructing meaning from a wide variety of print and digital texts and has a variety of purposes.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Challenges of Content-Area Text	1.A.7	**Understand** the reading demands posed by domain specific texts.	Read course content (Module 2, Unit 2, Lesson 6) Using the Discussion Board, explain the reading demands posed by domain specific texts.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Complex Comprehension	1.A.8	**Understand** that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	Read the course content (Module 3, Unit 2, Lesson 8). Use the Double Entry Journal to explain the effect of language, inference making, background knowledge, comprehension monitoring and self-correcting on comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: English Language Learners and Comprehension	1.A.9	**Understand** how English language learners' linguistic and cultural background will influence their comprehension.	Read the course content (Module 2, Unit 2, Lesson 9). Complete Reflection Sheet to check for understanding about how the English Language Learners' linguistic and cultural background will influence their comprehension.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection
	Course Content: Comprehension Assessment	1.A.10	**Understand** the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Read course content (Module 2, Unit 2, Lesson 10) Using the Discussion Board, explain the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Unit 1 Oral Language Assessment (scenario-based) Unit Summary/Reflection

FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Development of Oral Language	1.B.1	**Understand** how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	Read course content (Module 1, Unit 1, Lesson 1) Complete Reflection Sheet to check for understanding how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Social and Academic Language	1.B.2	**Understand** the differences between social and academic language.	Read course content (Module 1, Unit 1, Lesson 2) Use the Discussion Board to explain the differences between social and academic language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

	Course Content: Writing and Oral Language Development	1.B.3	**Understand** that writing enhances the development of oral language.	Read course content (Module 1, Unit 1, Lesson 3) Complete Reflection Sheet to check for understanding about how writing enhances the development of oral language.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Differentiated Instruction in Oral Language	1.B.4	**Understand** that the variation in students' oral language exposure and development requires differentiated instruction.	Read the course content (Module 1, Unit 1, Lesson 4). Use the Double Entry Journal to explain why differentiated instruction is required according to variations in students' oral language exposure and development.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Importance of Home Language for ELL Students	1.B.5	**Recognize** the importance of English language learners' home languages, and their significance for learning to read English.	Read course content (Module 1, Unit 1, Lesson 5) Complete Reflection Sheet to check for understanding about the importance of the English language learners' home language and its relationship to learning to read English.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Oral Language Assessment	1.B.6	**Understand** the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Read course content (Module 1, Unit 1, Lesson 6) Use the Discussion Board to explain the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: What Is Phonology?	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).	Read course content (Module 1, Unit 2, Lesson 1) Complete Reflection Sheet to check for understanding about phonology as it relates to language development and reading achievement.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: The Phonological Continuum	1.C.2	**Recognize** the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	Read course content (Module 1, Unit 2, Lesson 2) Complete Reflection Sheet to check for recognition of the phonological continuum.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Phonological Awareness and Writing	1.C.3	**Understand** that writing, in conjunction with phonological awareness, enhances reading	Read course content (Module 1, Unit 2, Lesson 3) Use the Discussion Board to explain your understanding that writing, in conjunction with	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

			development.	phonological awareness, enhances reading development.	
	Course Content: Language and Dialect Differences	1.C.4	**Distinguish** both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).	Read course content (Module 1, Unit 2, Lesson 4). Complete Reflection (formative) to check for understanding of language and dialect differences.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: ELL Sound Production	1.C.5	**Understand** how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	Read the course content (Module 1, Unit 2, Lesson 5). Use the Double Entry Journal to reflect on how similarities and differences in sound production between English and other languages affect ELLs' reading development in English.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Phonological Awareness Assessment	1.C.6	**Understand** the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	Read course content (Module 1, Unit 2, Lesson 6) Complete Reflection Sheet to check for understanding of the role of formal and informal phonological awareness assessment to make instructional decisions.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

FOUNDATIONAL READING SKILL: PHONICS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Phonological and Orthographic Units	1.D.1	**Understand** that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	Read the course content (Module 2, Unit 1, Lesson 1). Use the Double Entry Journal to explain your understanding of how phonological units map onto orthographic units in alphabetic languages.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Phonics	1.D.2	**Understand** sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	Read course content (Module 2, Unit 1, Lesson 2). Complete Reflection Sheet to check for understanding of sound-spelling patterns and phonics.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Structural Analysis	1.D.3	**Understand** structural analysis of words.	Read course content (Module 2, Unit 1, Lesson 3) Complete Reflection Sheet to check for understanding of the structural analysis of words.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)
	Course Content: Language and Phonics	1.D.4	**Understand** that both oral language and writing can be used to enhance phonics instruction.	Read course content (Module 2, Unit 1, Lesson 4). Use the Discussion Board to explain your understanding that both oral language and writing can be used to enhance phonics instruction.	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based)

| | Course Content: Phonics Assessment | 1.D.5 | **Understand** the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. | Read course content (Module 2, Unit 1, Lesson 5) Complete Reflection Sheet to check for understanding of formal and informal phonics assessment to make instructional decisions. | Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) |

FOUNDATIONAL READING SKILL: FLUENCY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Components of Fluency	1.E.1	**Understand** that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.	Read course content (Module 3, Unit 1, Lesson 1). Use the Video Reflection Sheet to connect with Dr. Joe Torgesen's comments about fluency instruction for adolescent readers, especially reading with accuracy and endurance to impact comprehension. Complete Reflection Sheet to check for understanding of the components of reading fluency.	Unit Summary/Reflection
	Course Content: Components of Fluency	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.	Read course content (Module 3, Unit 1, Lesson 2). Complete Reflection Sheet to check for understanding that effective readers adjust their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	Unit Summary/Reflection
	Course Content: The Fluency Connection	1.E.3	**Understand** the relationships among fluency, word recognition and comprehension.	Read course content (Module 3, Unit 1, Lesson 3) Use the Discussion Board to explain your understanding about the relationships among fluency, word recognition and comprehension.	Unit Summary/Reflection
	Course Content: The Role of Oral Language in Fluency	1.E.4	**Understand** that both oral language and writing enhance fluency instruction.	Read course content (Module 3, Unit 1, Lesson 4). Use the Discussion Board to explain your understanding that both oral language and writing can be used to enhance fluency instruction.	Unit Summary/Reflection
	Course Content: Fluency Assessment	1.E.5	**Understand** the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	Read course content (Module 3, Unit 1, Lesson 5). Use the Video Reflection Sheet to make connections about fluency assessment tools and fluency instruction.	Unit Summary/Reflection

FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Vocabulary in Multiple Contexts	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.	Read course content (Module 3, Unit 2, Lesson 1). After watching the Professor Daniel Willingham video, use the Video Reflection Sheet to describe why content knowledge is essential to reading with comprehension and why teaching reading strategies alone is not enough for good comprehension.	Unit Summary/Reflection
	Course Content: Morphology in Vocabulary	1.F.2	**Understand** morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Read course content (Module 3, Unit 2, Lesson 2). Complete Reflection Sheet to check for understanding of how morphology relates to vocabulary development.	Unit Summary/Reflection
	Course Content: Semantics	1.F.3	**Identify** principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	Read course content (Module 3, Unit 2, Lesson 3). Using the designated reflection format, describe the classroom strategies you use to promote deeper meaning of vocabulary words.	Unit Summary/Reflection
	Course Content: Academic Language	1.F.4	**Understand** the domain specific vocabulary demands of academic language.	Read course content (Module 3, Unit 2, Lesson 4). Complete Reflection Sheet to check for understanding the demands academic language has on domain specific vocabulary.	Unit Summary/Reflection
	Course Content: Writing and Vocabulary	1.F.5	**Understand** that writing can be used to enhance vocabulary instruction.	Read course content (Module 3, Unit 2, Lesson 5). Answer the following question on the Discussion Board: How can writing be used to enhance vocabulary instruction?	Unit Summary/Reflection
	Course Content: Vocabulary Assessment	1.F.6	**Understand** the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	Read course content (Module 3, Unit 2, Lesson 6). Use the Double Entry Journal to reflect on your understanding about making instructional decisions through assessment results.	Unit Summary/Reflection

FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-018 Instructional Foundations of Language and Reading	Course Content: Language Characteristics	1.G.1	**Identify** language characteristics related to social and academic language	Read course content (Module 4, Unit 1, Lesson 1). Use the Video Reflection Sheet to share your thoughts about academic language gleaned from the Dr. Robin Scarcella webcast.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Variability Among Languages	1.G.2	**Identify** phonemic, semantic, and syntactic variability between English and other languages.	Read course content (Module 4, Unit 1, Lesson 2). Use the Discussion Board to identify ways phonological, semantic, and syntactic features vary between English and other languages.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Interdependence	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.	Read course content (Module 4, Unit 1, Lesson 3). Use the Discussion Board to answer the following question: Which is more essential to reading, decoding the text or comprehending the message contained within the text? How are the processes different for native speakers of English and English language learners? Explain your answers.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Oral Language and Reading Development	1.G.4	**Understand** the impact of oral language, writing, and an information intensive environment upon reading development.	Read course content (Module 4, Unit 1, Lesson 4). Use Discussion Board to explain how oral language, writing, and an information intensive environment has an impact on reading development.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Self-Monitoring	1.G.5	**Understand** the importance of comprehension monitoring and self-correcting to increase reading proficiency.	Read course content (Module 4, Unit 1, Lesson 5). Use the Double Entry Journal to convey your understanding of the importance of comprehension monitoring and self-correcting to increase reading proficiency.	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)
	Course Content: Assessment	1.G.6	**Understand** the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	Read course content (Module 4, Unit 1, Lesson 6). Use the Discussion Board to answer the following question: How do I know what reading instruction is appropriate for my students?	Unit Summary/Reflection Final Comprehensive Assessment (each reading component)

COMPETENCY 2: APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES

FOUNDATIONAL READING SKILL: COMPREHENSION

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

Course Number and Name	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 **Applications of Research-Based Instruction**	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	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.).	Read Module Content. View at least one of the instruction-in-action videos. List the video you viewed on the Video Reflection Sheet and comment about use in the classroom including multisensory strategies you observed. Model a Think Aloud to scaffold development of higher order thinking, comprehension skills, monitoring and self-correcting. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies Participants will continue to develop their unit lesson plan throughout Competency 2. Using the appropriate grade level standards, the participant will design five _____ activities that incorporate intentional, explicit, systematic multisensory _____ strategies that are connected to the established learning goals and meet the needs of students with dyslexia and other reading challenges. The activities should be differentiated to address the needs of individual students performing at various levels according to the results of appropriate assessments.
	Module 2 Content: Enhancing Comprehension Through Oral and Written Experiences and Writing	2.A.2	**Use** both oral language and writing experiences to enhance comprehension.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding of how oral language and writing experiences enhance comprehension, include ways multi-sensory strategies may be	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board

	to Learn Strategies			used to meet the needs of students with dyslexia and other reading challenges. Implement a lesson that uses both oral language and writing experience and include a multisensory strategy. Write a reflection of the experience. Use the Discussion Board to post your reflection.	
	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	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.	Read Module Content. Watch at least one of the instruction-in-action videos. List the video watched on the Video Reflection Sheet and comment on instructional practices determined by student need, text structure and the reading demands of domain specific text. Include multisensory strategies you observed. Model a multisensory strategy to increase comprehension for domain specific text. Select the strategy based on student's strengths and needs, text structure, and reading demands. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text Module 3 Content: Using Instructional Conversations	2.A.4	**Provide** opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	Read Module Content. Watch instruction-in-action videos: Post a Discussion Board entry about the use of comprehension strategies (including extended text discussion) in the classroom. Implement a close reading lesson that includes text-dependent discussions. Write a reflection on how student comprehension, motivation and engagement was impacted. Use the Discussion Board to post your reflection.	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board
	Module 2 Content: Matching the Reader to the Text	2.A.5	**Select** narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding. Include reflections about the access to text in your classroom and what changes might be needed. Select narrative or informational print or digital text that would be grade level appropriate to use during a comprehension lesson. Write a reflection how the selected text would support comprehension instruction. Use the Discussion Board to post your reflection.	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board

	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	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.	Read Module Content. Watch instruction-in-action videos. Use the Double Entry Journal to monitor reading and understanding. Include reflections about the various note-taking methods to synthesize information. Implement a lesson that has students synthesize information between texts to enhance comprehension. Write a reflection that compares the impact your lesson had on comprehension and your knowledge of comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information. Use the Discussion Board to post your reflection.	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board
	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text Module 3 Content: Differentiating for English Language Learners	2.A.7	**Scaffold** discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	Read Module Content. View the video on Scaffolding Discussion Skills with A Socratic Circle. On the Video Reflection Sheet, include your thoughts about how this strategy would be appropriate for students with varying English proficiency levels. Use the Socratic Circle during a text-based discussion to scaffold ELL students' comprehension. Write a reflection of the experience and its impact on the ELL students' comprehension. Add to the reflection other strategies to facilitate comprehension of text and higher order thinking skills for students with varying English proficiency levels. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board
	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	2.A.8	**Model** a <u>variety</u> of strategic activities students can use to foster comprehension monitoring and self-correcting.	Read Module Content. Watch instruction-in-action videos. List the videos you viewed on the Video Reflection Sheet and comment about use in the classroom and how the strategies foster comprehension monitoring and self-correcting. In a small group, model two strategies from the reading and/or videos that can foster comprehension monitoring and self-correcting, include student(s) with dyslexia and other reading challenges. Write a reflection of your experience.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
				Post Reflection to the Discussion Board.	
	Module 2 Content: Introduction to Comprehension; Matching the Reader to the Text; Getting Ready to Read; Connecting the Reader and the Text	2.A.9	**Recognize, describe, and incorporate** appropriate comprehension assessments <u>to guide instruction</u>.	Read Module Content. Using the Double Entry Journal, monitor the required reading. Include reflections to describe how the comprehension assessments may be used to guide instruction. During a lesson, use at least one formative comprehension assessment to guide instructional decisions, include student(s) with dyslexia and other reading challenges. Write a reflection of how the formative comprehension assessment(s) guided your decisions about instruction during and after the lesson. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Double Entry Diary Reflection on a classroom instruction video Discussion Board

FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 4 Content	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).	Read Module Content. Use the Double Entry Journal to monitor reading and understanding. After reading the content, use one of the instructional practices to scaffold the development of oral/aural language skills with students in your classroom, include a multisensory strategy that would benefit students with dyslexia and other reading challenges. Write a reflection on student outcomes. Post Reflection to the Discussion Board.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 2 Content: Connecting the Reader and the Text Module 3 Content: Using Instructional Conversations	2.B.2	**Create** an environment where students practice appropriate social and academic language to discuss diverse texts.	Read Module Content Use the Double Entry Journal to monitor reading and understanding. After reading the content, create an opportunity for students to engage in small group work on a text-based activity. Monitor the activity and write a reflection on the language skills observed. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies

	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 2 Content: Differentiation and Comprehension Instruction Module 3 Content: Differentiating for English Language Learners	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.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding. After reading the content, use one of the oral language strategies that supports including an ELL student's home language into the learning, include multisensory strategies when appropriate. Write a reflection on the student's engagement. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
	Module 2 Content: Matching the Reader to the Text; Promoting Active Engagement and Self-Correction During Reading; Enhancing Comprehension Through Oral and Written Experiences	2.B.4	**Use** writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	Read module Content. Reading: The Language Experience Approach Use the Double Entry Journal to monitor reading and understanding. After reading the content, use an interactive writing strategy to engage students in an oral language development activity, include multisensory activities when appropriate. I.e. Think-Pair-Share or Think-Write-Pair-Share. Write a reflection to describe your experiences with the strategy. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
	Module 4 Content	2.B.5	**Recognize, describe, and incorporate** appropriate oral language assessments <u>to guide instruction</u>.	Read Module Content Reading: Effective Oral Language Instruction Watch instruction in action videos On the Discussion Board, identify and describe two oral language assessments that may be used to guide instruction. During a lesson, use at least one formative oral language assessment to guide instructional decisions, if accessible, include students with dyslexia and other reading challenges. Write a reflection of how the oral language assessment(s) guided your decisions about instruction during and after the lesson. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies

FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 **Applications of Research-**	Module 3 Content: Building a Strong Foundation; What is PA;	2.C.1	**Apply** intentional, explicit, systematic instructional practices to scaffold	Read Module Content. View at least one video, list the video you viewed on the Video Reflection Sheet and comment	Lesson Plan: Creating, Revising, Delivering, and Reflecting

Based Instruction	PA Instruction and Activities		development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes and phonemes).	about use in that classroom, include multisensory strategies you observed. With students, use one of the classroom instructional practices to scaffold phonological awareness development. Write a reflection of the impact on students' developing their phonological awareness skills. Post Reflection to the Discussion Board.	Discussion Board Reflection of video about comprehension strategies
	Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities	2.C.2	**Provide** opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Read Module Content. View at least one video, list the video you viewed on the Video Reflection Sheet and comment about use in that classroom, include multisensory strategies you observed. Implement a lesson that uses oral language to engage students in developing phonological awareness skills, include multisensory connections. Write a reflection on student outcomes and your experience. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; More on Phonemes	2.C.3	**Understand** and **apply** knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	Read Module Content. View and list the video on the Video Reflection Sheet and comment about use in that classroom, reflect on how the activity might be used across languages for English language learners. Select a phonology activity to use with students, if accessible, include ELL student(s). Reflect on the connection to developing reading and writing skills. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; Assessing PA	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).	Read Module Content. View and list the video on the Video Reflection Sheet and comment about use in that classroom and other times the strategy may be used. Conduct a writing activity that includes phonological instruction. Write a reflection on how the activity was building the students' reading ability. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 3 Content: Building a Strong Foundation; What is PA; PA Instruction and Activities; Assessing PA	2.C.5	**Recognize, describe, and incorporate** appropriate phonological awareness assessments <u>to guide instruction.</u>	Read Module Content. Watch instructional videos. Read portions of FLDOE's *Assessment and Instruction in Phonological Awareness (Assessment of Phonological Awareness pgs. 7-11*	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies

				and Test of Phonological Awareness pgs. 13-28): Use the Double Entry Journal to monitor reading and understanding. During and after reading the content, write reflections about the use of appropriate Phonological Awareness assessments to guide instruction. Select and conduct an appropriate phonological awareness assessment on struggling readers in your class to identify level of phonological awareness development. Write a reflection on the outcome. Post Reflection to the Discussion Board.	

FOUNDATIONAL READING SKILL: PHONICS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 3 Content: Building a Strong Foundation; What is Phonics; Teaching the Alphabetic Principle and Phonics Instruction; Assessing 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.	Read Module Content. Watch instructional videos and view at least one of the instruction-in-action videos. List the video you viewed on the Video Reflection Sheet and comment about use in the classroom include multisensory strategies you observed. With a small group, use one of the classroom instructional practices for scaffolding phonics development. Write a reflection of the impact on students working with letters/words. Use the Discussion Board to post your reflection	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 3 Content: Building a Strong Foundation; What is Phonics; PA Instruction and Activities; Assessing Phonics; Differentiation for ELL	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.	Read Module Content. Watch instructional videos. Reading: The Home Language: An ELL's Most Valuable Resource Use the Double Entry Journal to monitor reading and understanding. Reflect on the value of incorporating a student's home language into his learning to support phonics instruction. Include multisensory strategies for students with dyslexia and other reading challenges. Select a phonics activity to use with an ELL student that materials can take advantage of cross-over between home language and English. Reflect on the outcome to building phonics skills.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies

				Post Reflection to the Discussion Board.	
	Module 3 Content: Building a Strong Foundation; What is Phonics; Teaching the Alphabetic Principle and Phonics Instruction; Assessing Phonics; The Phonics/Spelling Connection	2.D.3	**Use** oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases and pocket charts).	Read Module Content. View video on Sentence Strips On the Video Reflection Sheet, include ways you could use sentence strips during phonics instruction to support students' writing experiences. Conduct a phonics lesson that uses oral language and writing experience as the activity. Write a reflection on the impact of an oral language and writing activity to students' growth of phonics skill. Post to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 3 Content: Building a Strong Foundation; What is Phonics; Teaching the Alphabetic Principle and Phonics Instruction; Assessing Phonics Module 3 Lesson 9 Assessing Phonics	2.D.4	**Recognize, describe, and incorporate** appropriate phonics assessments to guide instruction.	Read Module Content. View one of the instructional videos: Use the Double Entry Journal to monitor reading and understanding. Reflect about the use of appropriate Phonics assessments to guide instruction. Conduct a phonics assessment on your students to identify which students need additional instruction in which phonics skills. Write a reflection on the outcome. Post to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies

FOUNDATIONAL READING SKILL: FLUENCY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 4 Content: Building a Strong Oral Vocabulary, Fluency, Assessing 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.).	Read Module Content. Watch at least one instruction-in-action videos and list on the Video Reflection Sheet and comment about scaffolding fluency in classroom practice, include multisensory strategies you observed. Implement a lesson that builds students' reading fluency (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). Write a reflection on the outcome. Post to the Discussion Board.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 4 Content: Building a Strong Oral Vocabulary, Fluency,	2.E.2	**Use** oral/aural language and writing experiences to enhance fluency (e.g., poetry charts,	Read Module Content. Read an article, *Using Songs to Improve Fluency* Use the Double Entry Journal to reflect on the	Lesson Plan and Delivery Graphic Organizer Reflection of video about

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Assessing Fluency; Integration of Research-Based Practices		song lyrics).	use of language and writing experiences to enhance fluency, include multisensory strategy connections. Conduct a lesson that uses oral language and writing experiences to build students' fluency skills. Write a reflection on the experience. Use the Discussion Board to post your reflection.	instructional strategies
	Module 4 Content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency; Integration of Research-Based Practices	2.E.3	**Recognize, describe and incorporate** appropriate fluency assessments to guide instruction.	Read Module Content. Read the Florida Center for Reading Research publication *Reading Fluency Assessment and Instruction: What, Why, and How* Use the Double Entry Journal to reflect about the use of fluency assessments to guide instruction, include multisensory strategy connections. Conduct a fluency assessment to identify fluency rate for a group of students and use to select a reading text. Write a reflection on the outcome. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies

FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 Applications of Research-Based Instruction	Module 4 Content: Vocabulary; Assessing Vocabulary	2.F.1	**Apply** intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	Read Module Content. View at least one of the following instruction-in-action LEaRN videos: List the video you viewed on the Video Reflection Sheet and comment about instructional practices to scaffold vocabulary and concept development in the classroom, include multisensory strategies (and other strategies for students with reading challenges) you observed. With a small group, use one of the classroom instructional practices for scaffolding vocabulary and concept development. Write a reflection on the outcome. Use the Discussion Board to post your reflection	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 4 Content: Vocabulary; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.2	**Provide** for continual integration, repetition and meaningful use of domain specific vocabulary to address the demands of academic language.	Read Module Content. View at least one of the following instruction-in-action LEaRN videos: • Word Walls (Math) DVD6 SS2 • Teaching Vocabulary DVD6 SC1	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies

			• Teaching Vocabulary from Content Areas DVD6 SC2 • Word Walls DVD6 SC3 List the video you viewed on the Video Reflection Sheet and comment about the instructional practices observed. Use the Double Entry Journal to describe how you integrate and repeat use of vocabulary in your classroom practice. List the different opportunities students engage in domain specific vocabulary.	
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.3	**Incorporate** vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	Read Module Content. View at least one of the following videos: • Word Stems DVD6 SS5 • Morphographs DVD6 SS11 • Analyzing Words DVD6 ES1 • Analogies: video List the video you viewed on the Video Reflection Sheet and comment about the instructional practices observed. During and after viewing, write reflections about vocabulary instruction that includes the instructional use of analogies (prefixes, suffixes, root words, cognates, etc.). Conduct a lesson that uses analogies (prefixes, suffixes, root words, cognates) to build students' vocabulary. Write a reflection on the experience. Use the Discussion Board to post your reflection.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.4	**Provide an environment** that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Read Module Content View the following video: • Daily Vocabulary Review: Connecting Words to Self DVD6 SS9 Reflect on the Discussion Board how the activity above could be used to encourage reading of all kinds. What motivational techniques did the instructor use? On the Discussion Board describe how you support vocabulary through a text rich environment. Include how you use the environment with students.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with	2.F.5*	**Incorporate** instructional practices that develop authentic uses of English to assist English	Read Module Content Read the article "Creating Authentic Learning Experiences in the Literacy Classroom."	Lesson Plan: Creating, Revising, Delivering, and Reflecting

Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices; Language Differences & Instructional Needs; Differentiating Instruction for ELL; Keeping an "Eye" on Idioms		language learners in learning academic vocabulary and content.	Use the Double Entry Journal to reflect about authentic literacy learning opportunities. Include strategies for the instruction of ELL students and students diagnosed with dyslexia and other reading challenges. Design an authentic learning experience that will assist ELL students learning academic vocabulary and content.	Discussion Board Reflection of video about comprehension strategies
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.6	**Use** oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	Read Module Content View at least one instruction-in-action video, list on the Video Reflection Sheet and comment about using oral/aural language and writing experiences to enhance vocabulary, include multisensory strategies (and other strategies for students with reading challenges) you observed. Deliver a vocabulary lesson or activity that uses oral language and a writing experience. Write a reflection on the outcome. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.7	**Use** multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	Read Module Content Use the Double Entry Journal to reflect during and after reading module content, make entries to explain the methods of vocabulary instruction you practice in your classroom. Describe what changes you plan to make, paying attention to multisensory strategies and support for students with dyslexia and other reading challenges. Choose a method of vocabulary instruction and integrate into a planned lesson. Write a reflection on the outcome. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Module 4 Content: Vocabulary; Facilitating Frequent Encounters with Targeted Words; Assessing Vocabulary; Integration of Research-Based Instructional Practices	2.F.8	**Recognize, describe, and incorporate** appropriate vocabulary assessments to guide instruction.	Read Module Content; Reading: Authentic Assessment of Vocabulary Mastery Use the Double Entry Journal to monitor reading and understanding about vocabulary assessment. Develop and conduct a vocabulary assessment for targeted words. Write a reflection on your experience. Post Reflection to the Discussion Board.	Lesson Plan and Delivery Literacy Log Reflection of video about instructional strategies

FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-019 **Applications of Research-Based Instruction**	Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components.	Read Module Content Use the Double Entry Journal to monitor reading and understanding of how to use comprehensive instructional practices, including writing experiences that integrates the reading components. Implement a lesson that integrates the reading components and include a writing experience. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
	Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.2	**Identify** instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	Read Module Content Look over the following content. Spend more time on the strategies that you think are appropriate for your classroom practice. Make notes in your Double Entry Journal about what you would like to remember for your practice and why it is important for students to develop metacognitive skills in reading.	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.3	**Use** resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Read Module Content Additional Reading Reflect on the Discussion Board how you have created an information intensive environment in your classroom. Include examples of the resources and research-based practices you use. How has this practice enhanced literacy learning for your students?	Lesson Plan and Delivery Graphic Organizer Reflection of video about instructional strategies
	Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring	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).	Read Module Content Post on the Discussion Board the process you use for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency. List the type of text your students have access to in your classroom.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

Reading Success; Integration of Research-Based Instructional Practices				
Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success; Integration of Research-Based Instructional Practices	2.G.5	**Demonstrate** understanding of similarities and differences between home language and second language reading development.	Read Module Content Readings: The Home Language: An English Language Learner's Most Valuable Resource Fostering Literacy Development in ELLs Post an answer to the following questions on the Discussion Board: What are the similarities and differences between home language and second language reading development? With this understanding, how will your classroom practice change?	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Module 1 Content Module 4 Content: Diagnosing the Reader's Strengths and Instructional Needs; Planning Appropriate Instruction and Ensuring Reading Success	2.G.6	**Triangulate** data from appropriate reading assessments to guide instruction	Read Module Content Readings: Triangulation in Assessment: What is "Triangulation" in the Assessment Context? Use the Double Entry Journal to monitor reading and understanding of how to triangulate data from reading assessments to guide instruction. Select several ELL or students with reading challenges to triangulate assessment data from appropriate reading assessments. Identify the students' strengths and difficulties. Write a reflection on your experience. Post Reflection to the Discussion Board.	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

COMPETENCY 3: FOUNDATIONS OF ASSESSMENT

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-020 Foundations of Assessment for Teachers and Principals	Module 1 Content: Concepts and Foundations of Assessments Module 2 Content: Reading Assessments within a Problem-Solving Process ▪ Progress Monitoring Assessments	3.1	**Understand and apply** measurement concepts and characteristics of reading assessments.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding of measurement concepts and characteristics of reading assessments. Select several of the reading assessments used at your school, and describe their measurement concepts and characteristics, and how you might use any in your classroom. Write a reflection on your findings. Use the Discussion Board to post your reflection.	**Action Research Final Project: Data-Based Decisions within a Problem-Solving Process** Module 1: Application of assessments and data to inform reading instruction
	Module 1 Content: Concepts and Foundations of Assessments ▪ Types of Assessments Module 3: Assessments, Data Analysis, and Applications ▪ Progress Monitoring Assessments	3.2	**Understand** the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	Read Module Content. Use the Double Entry Journal to describe the purposes of various informal assessments and matching readers to text. On the Discussion Board, explain how you have used informal reading assessments in your classroom, include type of assessments.	Module 1: Application of assessments and data to inform reading instruction
	Module 1 Content: Concepts and Foundations of Assessments ▪ Types of Assessments • Interpreting Data: Frames of Reference	3.3	**Understand** the purpose of various <u>formal assessments</u> including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Read Module Content. Use the Double Entry Journal to compare the differences between criterion- referenced and norm- referenced assessments. On the Discussion Board explain how to interpret data reports.	Module 1: Application of assessments and data to inform reading instruction

	Module 1 Content: Concepts and Foundations of Assessments ▪ Measurement Concepts ▪ Interpreting Data: Frames of Reference; Derived Scores	3.4	**Understand** the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized tests.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding of module content, include the meaning of test reliability, validity and standard error of measurement. On the Discussion Board,describe major types of derived scores from standardized tests.	Module 1: Application of assessments and data to inform reading instruction
	Module 2 Content: Reading Assessment within a Problem-Solving Process ▪ Assessment Framework in Reading Module 3 Content: Assessments; Data Analysis; Applications ▪ Screening Assessments ▪ Progress Monitoring Assessments ▪ Diagnostic Assessments ▪ Outcome Measures	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).	Read Module Content. Use the Discussion Board to post the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments. Include screening, progress monitoring, diagnosis and outcome measures.	Module 2 Application of using reading assessments within a problem-solving model Module 3 Application of a Progress Monitoring Plan
	Module 3 Content: Assessments; Data Analysis; Applications ▪ Screening Assessments: Interpretation ▪ Progress Monitoring: Interpretation	3.6	**Analyze** data to identify trends that indicate adequate progress in student reading development.	Read Module Content. Use the Double Entry Journal to monitor reading and understanding data trends that indicate progress. Analyze the progress monitoring results of several students, identify the trends and determine if adequate reading progress is being made. Write a reflection on your findings. Use the Discussion Board to post your reflection.	Module 1: Application of assessments and data to inform reading instruction
	Module 2 Content: Reading Assessment within a Problm-Solving Procss ▪ Models for Data-Based Decision Making	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.,	Read Module Content. On the Discussion Board,explain how you would use classroom data to differentiate instruction, intensify intervention, and meet the needs of all your students. What considerations would you need to account for? (e.g., grouping practices,	Module 3 Application of a Progress Monitoring Plan

▪ Problem-Solving Process Module 3 Content: Assessments; Data Analysis; Applications ▪ Screening Assessments ▪ Progress Monitoring Assessments		grouping practices, appropriate curriculum materials).	appropriate curriculum materials).	
Module 1 Content: Concepts and Foundations of Assessment ▪ Types of Assessments—Portfolios Module 4 Content: Special Considerations ▪ Strategies for Monitoring Reading Progress	3.8	**Identify** appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Read Module Content. On the Discussion Board, explain the criteria for selecting materials to include in portfolios for monitoring student progress over time.	▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners. ▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process
Module 4 Content: Special Considerations ▪ English Language Learners: Assessing ELL Students	3.9	**Identify** interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Read Module Content. On the Discussion Board, identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners. ▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process
Module 1 Content: Concepts and Foundations of Assessment • Types of Assessments	3.10	**Identify** appropriate assessments and accommodations for monitoring reading progress of all students.	Read Module Content. On the Discussion Board, identify appropriate assessments and accommodations for monitoring the reading progress of all students.	▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and

	Module 4 Content: Special Considerations • Strategies for Monitoring Reading Progress				English Language Learners. ▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process
	Module 4 Content: Special Considerations • Strategies for Monitoring Reading Progress	3.11	**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.	Read Module Content. Identify a student with a disability in the area of reading and has an IEP or 504 Plan, identify the allowable accommodations. Select and administer a reading assessment with the student using the allowable accommodations. Write a reflection on your findings and the experience. Use the Discussion Board to post your reflection.	▪ Module 4: Application of including students in need of special considerations for assessing and instructing reading, i.e. students with dyslexia and English Language Learners. ▪ Completing an Action Research Final Project: Data-Based Decisions within a Problem-Solving Process

COMPETENCY 4: FOUNDATIONS & APPLICATION OF DIFFERENTIATED INSTRUCTION

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem solving process.

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-021 Foundations and Application of Differentiated Instruction	Module 2 Content: Differentiating Using Multiple Lenses	4.1*	**Understand and apply** knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	Read Module Content. Consider the variables, select article, and post Discussion Board entry. Discuss how the article addresses differentiation, supporting research and how cultural variables affect students. Include reflections on how a multisensory approach plays a role in today's differentiated classroom. Based on the readings, model a multisensory strategy to differentiate instruction for all students. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 1 Content: Fundamentals of Reading Development • Stages of English Language Acquisition (select article on BICS & CALP)	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.	Read Module Content. On the Discussion Board, develop a plan to improve one or more areas of reading for one student based on his or her level of BICS & CALP (scenario-based). Explain how you would differentiate instruction for a student diagnosed with dyslexia or other reading challenges.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 2 Content: Differentiation Using Multiple Lenses • Learners with Diverse Backgrounds	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.	Read Module Content. Read the article Identify several multisensory reading strategies that could be used to differentiate instruction for ELL students of diverse backgrounds and various levels of prior education. Select one of the strategies to model with a small group of students that include ELL students or, if needed, students with dyslexia or other reading challenges. Write a reflection of the impact the strategy had on the students. Use the Discussion Board to post your reflection.	Develop research-based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 1 Content: Fundamentals of Reading Development	4.4	**Identify** factors impeding student reading development in each of the reading components	Read Module Content. Read the article "Cognitive Factors That Affect Reading Comprehension."	Formulate a plan for differentiated instruction for a chosen grade level

	• Reading article: Factors Impeding Reading Development		or the integration of these components.	Use the Double Entry Journal to monitor reading and identify the factors that affect student reading development.	based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.
	Module 1 Content: Fundamentals of Reading Development • Language and Cognitive Development	4.5	**Recognize** how characteristics of both language and cognitive development impact reading proficiency.	Read Module Content. Use the Discussion Board to answer the question: How do the characteristics of both language and cognitive development impact reading proficiency?	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.
	Module 1 Content: Fundamentals of Reading Development • Characteristics of Proficient Readers	4.6	**Recognize** the characteristics of proficient readers to more effectively differentiate instruction.	Read Module Content. Use the Discussion Board to answer the following questions: Which of the characteristics of proficient readers is least mastered in your classroom as a whole? Which characteristic is mastered least by struggling readers? How will this knowledge change the way you differentiate instruction with your students?	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.
	Module 1 Content: Fundamentals of Reading Development • Reading Acquisition across Grade Levels	4.7	**Compare** language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	Read Module Content Use the Double Entry Journal to discuss reading acquisition across grade levels. View Dr. Louisa Moats short commentary, "Teaching Teachers to Teach." Use the Video Reflection Sheet to support how you agree or disagree with Dr. Moats.	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.
	Module 2 Content: Differentiation Using Multiple Lenses	4.8	**Select and use** developmentally appropriate materials that address sociocultural and linguistic differences.	Read Module Content Culture in the Classroom: https://www.tolerance.org/professional-development/culture-in-the-classroom	Research based lesson plan for selected reading component that differentiates and

	• Learners with Diverse Backgrounds			View teacher Foster Dickson talk about text selection and the importance of a diverse selection of authors. Use the Video Reflection Sheet to answer: How do you think reading authors from different backgrounds will impact students? Use a multisensory reading strategy that would be appropriate to differentiate instruction for students with sociocultural and linguistic differences. Write a reflection of the experience. Use the Discussion Board to post your reflection.	scaffolds instruction for ELL at various levels of first language literacy.
	Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies	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.	Read Module Content Develop a plan for using instruction to use increasingly complex print and digital text, assessment, scaffolding, re-teaching and multisensory strategies for students with dyslexia and other reading challenges. Include specific examples in the plan. Write a reflection on which area you need to research more and which you feel most knowledgeable from developing the plan. Use the Discussion Board to post your reflection.	Continue refining research-based lesson plan developed in Module 2 which will include using complex print and digital text, assessment, scaffolding, and re-teaching.
	Module 2 Content: Differentiation Using Multiple Lenses • First Language Literacy	4.10	**Differentiate** reading instruction for English language learners with various levels of first language literacy.	Read Module Content Reading: Culture in the Classroom: Video: Bridging Language Gaps On the Video Reflection Sheet, include your thoughts on the teacher's strategies. Select a strategy from the video and use with a small group of students. Write a reflection of the experience. Use the Discussion Board to post your reflection.	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
	Module 4 Content: Differentiation Using Multiple Lenses • Scaffolding	4.11	**Scaffold** instruction for students having difficulty in each of the components of reading.	Read Module Content Use the Double Entry Journal to monitor reading and list strategies to scaffold instruction in the different reading components. Identify one student struggling with reading for each of the reading components. With the student, use a multisensory strategy that is appropriate for scaffolding the identified reading component. Write a reflection of the experience.	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.

			Use the Discussion Board to post your reflection.	
Module 4 Content: Deliver and Model Differentiated Instruction Based on Appropriate Data	4.12	**Implement** a classroom level plan for monitoring student reading progress and differentiating instruction.	Read Module Content Post on Discussion Board: Develop a plan and implement in the classroom that includes: • How reading progress is monitored. • How instruction is differentiated. • How multisensory strategies are used. • How students with dyslexia and reading difficulties are supported.	Reflection on lesson development, overview, and results. *will receive feedback on the lesson development and revise accordingly throughout the course.
Module 4 Content: Deliver and Model Differentiated Instruction Based on Appropriate Data	4.13	**Monitor** student progress and **use** data to differentiate instruction for all students.	Read Module Content Select a small group of students to monitor reading progress over a set time period. Use the data to identify appropriate multisensory strategies for students with special reading challenges. Write a reflection on the outcome. Use the Discussion Board to post your reflection.	Reflection on lesson development, overview, and results. *will receive feedback on the lesson development and revise accordingly throughout the course.
Module 2 Content: Differentiation Using Multiple Lenses • Reading Components	4.14	**Implement** research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	Read Module Content Implement a lesson or strategy in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. Write a reflection of the outcome for each one. Use the Discussion Board to post your reflection.	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies • Higher Order Thinking	4.15	**Implement** research-based instructional practices for developing students' higher order thinking.	Read Module Content Implement a lesson or strategy using instructional practices for developing students' higher order thinking. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.	Continue refining research-based lesson plan developed in module 2 which includes instructional practices for developing students' higher order thinking.
Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies • Reading Critically	4.16	**Implement** research-based instructional practices for developing students' ability to read critically.	Read Module Content Implement a lesson or strategy using instructional practices for developing students' ability to read critically. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.	Continue refining research-based lesson plan developed in module 2 which includes instructional practices for developing students' ability to read critically.
Module 3 Content: Planning and Implementing Multi-	4.17	**Implement** research-based instructional practices using writing to develop students'	Read Module Content Implement a lesson or strategy using instructional practices that uses writing to develop students'	Continue refining research-based lesson plan developed in module 2 which includes

Media Lessons with Research-Based Instructional Strategies • Writing for Comprehension		comprehension of text.	comprehension of text. Include support for students with dyslexia and other reading challenges. Write a reflection of the outcome. Use the Discussion Board to post your reflection.	instructional practices for developing students' comprehension of text.
Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies • Students with Disabilities	4.18	**Implement** appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities.	Read Module Content Implement a lesson that uses appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities. Write a reflection of the outcome. Use the Discussion Board to post your reflection.	Continue refining research-based lesson plan developed in module 2 which includes instructional practices for differentiating instruction for students with disabilities.
Module 3 Content: Planning and Implementing Multi-Media Lessons with Research-Based Instructional Strategies ▪ 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.	Read Module Content. Post on Discussion Board how you would 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.	Continue refining research-based lesson plan developed in module 2 which includes appropriate assessment and instruction for students with significant cognitive disabilities. Give consideration for appropriate levels of access to general education instruction.

COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT

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.

Course Number and Name	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
1-013-022 Demonstration of Accomplished Practices in Reading	Reading ▪ Linking Classroom Assessment and Classroom Instruction	5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Read (5.1) Assessment and Data Analysis: Linking Classroom Assessment and Classroom Instruction. Develop a Progress Monitoring Plan to use with three students. Identified the students using a reading assessment and analyze for areas of need. Use ongoing progress-monitoring (providing intervention, assessing, analyzing data) based on student outcomes. Include multisensory strategies for students with dyslexia.	Participants will submit a Portfolio including the following (rubric will be provided): Select one student from Progress Monitoring Plan to write a Case Study with progress monitoring tools: intervention/strategies, assessments, procedures of evaluation, data summary, and results.
	Reading ▪ Comprehension: Making Meaning from Print	5.2	**Demonstrate** research-based instructional practices for facilitating reading **comprehension**.	Read (5.2) Making Meaning from Print. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices in **Comprehension**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Comprehension** lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ▪ The Role of Language in Comprehension ▪ Gestalt Imagery: A Critical Factor in Language Comprehension	5.3	**Demonstrate** research-based instructional practices for developing **oral/aural language** development.	Read (5.3) Oral/Aural Language Development. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing **Oral/Aural Language Development**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Oral/Aural Language Development** lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best

					practice demonstrated.
	Reading ▪ Evidence-Based Practices for Teaching Phonological and Phonemic Awareness	5.4	**Demonstrate** research-based instructional practices for developing students' **phonological awareness**.	Read (5.4) Phonological Awareness. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing students' **Phonological Awareness**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Phonological Awareness** lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ▪ What Research Tells Us About Reading Instruction	5.5	**Demonstrate** research-based instructional practices for developing **phonics** skills and word recognition.	Read (5.5) What We Know About the Importance of Phonics. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing **Phonics Skills and Word Recognition**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Phonics Skills and Word Recognition**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ▪ Fluency: The Bridge from Decoding to Reading Comprehension	5.6	**Demonstrate** research-based instructional practices for developing reading **fluency** and reading endurance.	Read (5.6) Developing Fluent Readers. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing **Reading Fluency and Endurance**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Reading Fluency and Endurance**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.

		5.7	**Demonstrate** research-based instructional practices for developing both academic and domain specific **vocabulary**.	Read (5.7) Word Work! Developing Vocabulary Across the Grades. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices for developing **Academic and Domain Specific Vocabulary**; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Academic and Domain Specific Vocabulary**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading • Essential Strategies for Teaching Vocabulary • Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K–5				
	Reading Teaching Early Readers to Self-Monitor and Self-Correct	5.8	**Demonstrate** research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	Read (5.8) Self-Monitoring. Design and deliver a lesson for individual, small group or whole classroom, using research-based instructional practices to facilitate students' **Monitoring and Self Correcting** in reading; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Monitoring and Self Correcting**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading • Teaching Strategies that Enhance Higher-Order Thinking • Higher Order Thinking Skills	5.9	**Demonstrate** research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	Read (5.9) How to Increase Higher Order Thinking. Design and deliver a lesson for individual, small group or whole classroom, using research-based comprehension instructional practices for developing students' **Higher Order Thinking** to enhance comprehension; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Higher Order Thinking**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.

	Reading	5.10	**Demonstrate** research-based instructional practices for developing students' ability to read critically.	Read (5.10) Reading Critically. Design and deliver a lesson for individual, small group or whole classroom, using research-based comprehension instructional practices for developing students' ability to **Read Critically** to enhance comprehension; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Read Critically**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ■ Differentiated Instruction and Implications for UDL Implementation	5.11	**Demonstrate** differentiation of instruction for all students utilizing increasingly complex print and digital text.	Read (5.11) Differentiating Instruction. Design and deliver a lesson for individual, small group or whole classroom, using **Differentiation of Instruction** for all students utilizing increasingly complex print and digital text; include multisensory strategies for students diagnosed with dyslexia and other challenges. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Differentiation of Instruction**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ■ Working with English Language Learners	5.12*	**Demonstrate** skill in assessment and instruction with **English language learners** from diverse backgrounds and at varying English proficiency levels.	Read (5.11) Working with English Language Learners. Design a reading lesson plan which includes assessment and instruction with **English language learners** from diverse backgrounds and at varying English proficiency levels.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): • Write a summary paper on assessing and instructing **English language learners** from diverse backgrounds and at varying English proficiency levels in reading.
	Reading ■ Print Rich Environment ■ Read Digital Text in the Classroom from	5.13	**Create** an information intensive environment that includes print and digital text.	Read (5.13) Information Intensive Environment. Complete a checklist to assess classroom information intensive environment and its inclusion of print and digital text. Write a reflection on how well the classroom	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Conduct a walkthrough

	CAST: Teaching Every Student			meets expectations. How will areas below expectations be brought up to standards? Use the Discussion Board to post your reflection.	with a school leader and use the checklist to reassess the information intensive environment that includes print and digital text.
	Reading ▪ Boost Your Students' Reading Motivation ▪ Instructional ▪ 20 Book Activities to Try with Grades 3-5 ▪ Strategies Motivate and Engage Students in Deeper Learning (Secondary)	5.14	**Use** a variety of instructional practices to motivate and engage students in reading.	Read (5.14) Using a Variety of Instructional Practices to Motivate and Engage Students in Reading. Design and deliver a lesson for individual, small group or whole classroom, using a variety of instructional practices to **motivate and engage** students in reading. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Motivate and Engage**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.
	Reading ▪ Writing for Comprehension ▪ Writing to read: Evidence for How Writing Can Improve Reading	5.15	**Demonstrate** intentional, explicit, systematic **writing** instruction as it relates to the ability to read written language.	Read (5.15) Writing. Design and deliver a lesson for individual, small group or whole classroom, that includes intentional, explicit, systematic **writing instruction** as it relates to the ability to read written language. *Video record lesson for Summative Assessment	Participants will complete a Portfolio and accomplish the following (rubric will be provided): Watch video of **Writing Instruction**; lesson. Self-evaluate how well your lesson was designed and delivered to facilitating reading comprehension. Include time code of best practice demonstrated.

LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA)

COMPONENT NUMBER: 2-100-024

Function: 2
Focus Area: 100
Local Sequence Number: 024

POINTS TO BE EARNED: 10

DESCRIPTION: This course provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to provide teachers with the research, strategies, and resources to deliver specially designed literacy instruction specific to the needs of students who are Deaf/Hard of Hearing (DHH).

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3., 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3., 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- complete formative, summative, and progress monitoring tools specific to oral, signing, and silent reading fluencies
- define signed, oral, and silent reading fluency as it applies to students who are deaf or hard of hearing (DHH)
- describe accessibility considerations for students who are deaf or hard of hearing
- describe and analyze elements of text complexity which most significantly impact students who are deaf or hard of hearing
- describe strategies to teach vocabulary
- explain the benefits of teaching morphology
- explain the importance of signed, oral, and silent reading fluency as a component of reading for

students who are DHH
- explain the need for explicit vocabulary instruction
- explain why students who are deaf or hard of hearing often have challenges with figurative language and inferencing
- identify strategies for teaching students to answer evidence-based questions
- identify the barriers to independently access vocabulary for students who are deaf or hard-of-hearing (DHH)
- identify the kinds of words to teach students
- utilize strategies to increase reading comprehension
- utilize techniques for improving fluency in a variety of instructional environments (classroom, push-in, itinerant)

LEARNING PROCEDURES (METHODS): <u>B: ELECTRONIC, INTERACTIVE</u>

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:
1. Review all the course content, including additional resources, external links and videos. Pass the Check Your Knowledge quizzes at the end of each unit.
2. Complete a Reflection Journal.
3. Pass the final assessment with at least 80% accuracy.
4. Complete the follow-up activity options.

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: <u>S: Electronic, Non-Interactive</u>

Following successful completion of the module, participants must complete **one** of the follow-up activity options to demonstrate level of competency.

Follow-up Activity (Option 1, 2, 3 or 4) - **For Certificate of Completion and in-service points**:

- Option 1 - Complete a Signed Reading Fluency Rubric (original or modified) on a cold and warm reading of a passage for a student on your caseload.

- Option 2 - Develop a literacy improvement plan for a student on your caseload. Use data collected from multiple sources to determine baseline performance and create a plan to increase the student's reading level at the intervention level (more than one year's growth in a year). Intervention plan should include collaboration with other teacher(s) and service providers to ensure cohesive implementation. Evidence of strategies or interventions learned in the course should be evident.
- Option 3 - Complete a timed oral running record with at least three entries for a student in your class.
- Option 4 - Complete a lesson plan related to vocabulary, comprehension, or fluency based on your students' current performance.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Master In-service Plan (MIP). Those outside of a school district should follow the process set up by their agency.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

Discussion board entries, when relevant
Quality of participation in the NEFEC Professional Learning Support, when appropriate
Alignment and quality of student artifacts that participants submit in tiered level of support
Quality of instruction that teachers demonstrate
Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2020

Departments: FDLRS, Professional Learning and Development, NEFEC

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TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA)

COMPONENT NUMBER: 2-100-025

Function: 2
Focus Area: 100
Local Sequence Number: 025

POINTS TO BE EARNED: 20

DESCRIPTION: Teaching Students with Disabilities for Physical Education was written and developed for physical educators. This component is intended to be completed in its entirety. No partial credit will be granted. Teaching Students with Disabilities for Physical Education provides physical educators information about the foundations of exceptional student education; the provision of services for students with disabilities; and instructional practices that can be used not only for students with disabilities, but with all students.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.2, 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Compare adaptive tools and other technology.
- Compare characteristics of pre-assessment, formative assessment, and summative assessment.
- Describe the eligibility criteria for each of Florida's disability categories.

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the steps that must be included in the exceptional student education process.
- Describe the three levels of support in a multi-tiered system of supports.
- Identify six instructional delivery components that can be used to make instruction more intensive.
- Identify six instructional design components that can be used to make instruction more explicit.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
- Identify things to consider when creating your grading practices.
- Identify tools and strategies that can be used to help students organize, learn, and retain information.
- List the range of placement options when providing services for students with disabilities.
- Provide examples of informal assessments.
- Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.
- Understand ways to differentiate assignments.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will complete required – "Check Your Knowledge" activities in each unit of the course. Participants will be required to complete a final post-assessment at the end of the course and must score a minimum of 80% in order to continue to the follow-up options.

Participants are given unlimited trials to achieve an 80% passing rate, with a mandatory wait time of 24 hours between each retake.

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants wanting to earn in-service points are required to complete one of two follow-up activity options in addition to the course content.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Follow-Up Options: Following successful completion of the course, participants must complete one of the follow-up activity options to demonstrate level of competency.

Follow-up Activity (Option 1or 2) - For Certificate of Completion and in-service points:
Option 1 - Instructional Plan

- Identify what is most important for your students to know, understand, and be able to do for a unit of instruction.
- Give a formal pre-assessment that will yield a numerical score and give you information for differentiating your instruction.
- Develop a written instructional plan for a minimum of two weeks. Using information from the course, include specific strategies/techniques that will be integrated to ensure that students with disabilities will achieve the targeted goals of the plan.
- After completing the instruction, give a summative assessment. The assessment should measure the same goal(s) as the pre-assessment and should align with what you identified as most important for students to know, understand, and be able to do.

Option 2 - Written Reflection

- Review an IEP of a student with disabilities and write a reflection of at least 600 words on how the content from Teaching Students with Disabilities for Physical Education course would assist an educator in meeting the needs of the student and help them to achieve academic success. Remember not to identify the student by name in your reflection.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Professional Learning Catalog (PLC), formally Master Inservice Plan (MIP). Those outside of a school district should follow the process set up by their agency.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the

course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

Discussion board entries, when relevant
Quality of participation in the NEFEC Professional Learning Support, when appropriate
Alignment and quality of student artifacts that participants submit in tiered level of support
Quality of instruction that teachers demonstrate
Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

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MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA)

COMPONENT NUMBER: 2-100-026

Function: 2
Focus Area: 100
Local Sequence Number: 026

POINTS TO BE EARNED: 7

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student mathematics challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with mastery in mathematics.

LINK(S) TO PRIORITY INITIATIVES:

☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Instructional leadership (as per FPLS standards)
☒Learning environment (as per FEAPS standards)
☒Mastery of a specific instructional practice
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3
Learning	☒ 1.2.3, 1.2.5	☒ 2.2.3, 2.2.5,	☒ 3.2.3, 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.3	☒ 3.3.3.
Evaluating	☐	☐	☐

IMPACT AREA(S):

☒Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges

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- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Describe the three elements of the CRA approach
- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
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- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and Teacher Toolkit reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including relevant professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Your Turn activities designed to assist them in the reflection and application of specific concepts provided in the course. Other activities include the thorough review of selected resources and related activities.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must complete a pre-assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Your Turn activities and a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: ELECTRONIC, NON-INTERACTIVE

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the

follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow math leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

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?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

> Discussion board entries, when relevant
> Quality of participation in the NEFEC Professional Learning Support, when appropriate
> Alignment and quality of student artifacts that participants submit in tiered level of support
> Quality of instruction that teachers demonstrate
> Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2020

Departments: FDLRS, Professional Learning and Development, NEFEC

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The Every Student Success Act (ESSA) Section 8002 (MTSS)

The Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP

COMPONENT NUMBER: 3-003-001

Function: 3 – Integration/Digital Learning Support
Focus Area: 003 – Computer Science/Technology Education
Local Sequence Number: 001

POINTS TO BE EARNED: MAXIMUM 60

DESCRIPTION: This course will prepare teachers K-12 to take and pass the Florida Teacher Certification Exam (FTCE) for the Computer Science (CS) K-12 subject area. Additionally, this professional development will provide certified educators in other content areas the core knowledge and pedagogical skills to teach CS both in the content course and as a stand-alone course. Teachers will be highly-qualified in their core area PLUS computer science.

LINKS TO PRIORITY INITIATIVES

☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Mastery of a specific instructional practice: Computer Science

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☒ 2.1.1	☒ 3.1.5
Learning	☒ 1.2.2, 1.2.5	☒ 2.2.5	☒ 3.2.5
Implementing	☒ 1.3.1, 1.3.3	☒ 2.3.1, 2.3.3	☒ 3.3.3
Evaluating	☒ 1.4.2	☒ 2.4.2	☒ 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Educators will:
Competency 1—Knowledge of computational thinking and problem solving
1. Analyze a problem and apply appropriate solution strategies.
2. Apply the steps of algorithmic problem solving when designing solutions to problems.
3. Apply the stages of the software development life cycle (i.e., problem definition, analysis, design, testing, implementation, maintenance).
4. Determine and select an appropriate algorithm for a given problem.
5. Predict outputs of algorithms for a given input.
6. Identify an appropriate set of data necessary for testing a computer solution.

Competency 2—Knowledge of data types and structures
1. Distinguish between constants and variables and between local and global identifiers.
2. Distinguish between integer, real number, character, string, Boolean, and object data types.

3. Recognize and convert between binary, decimal, and hexadecimal number systems.
4. Identify characteristics and uses of data structures, including arrays, linked lists, stacks, queues, and sets.
5. Distinguish between instance, class, and local variables in an object-oriented design.
6. Identify components of class declarations for an object-oriented program and distinguish between public and private access specifiers.

Competency 3—Knowledge of programming logic
1. Distinguish between error types (e.g., syntax, runtime, logic) and apply principles of debugging.
2. Identify principles, characteristics, and uses of internal and external program documentation.
3. Analyze the characteristics and functions of object-oriented and procedural languages.
4. Select the appropriate algorithmic sequence, conditional, iteration, and recursive constructs for a given purpose.
5. Analyze characteristics and applications of searching (i.e., sequential, binary) and sorting (i.e., selection, insertion, merge) algorithms.
6. Analyze the characteristics and applications of propositional logic (e.g., De Morgan's laws).

Competency 4—Knowledge of programming languages
1. Identify characteristics and apply concepts of the Scratch™[1] programming language learning environment from the MIT Media Library.
2. Analyze segments of Java®[2] code containing sequential, conditional, or iteration statements.
3. Analyze segments of Java® code involving methods, interacting objects, or passing parameters.
4. Apply principles of data types and data manipulation (e.g., string methods, arithmetic operations) in the Java® programming language.
5. Apply principles of abstraction, encapsulation, inheritance, and polymorphism in the Java® programming language.

Competency 5—Knowledge of computer hardware, software, and networking
1. Identify the hardware components of a computer system and their functions (e.g., input, output, processing, storage).
2. Analyze the advantages, disadvantages, or both of various data storage technologies.
3. Identify the characteristics and uses of various types of software (e.g., system, application).
4. Apply features and functions of application and productivity software (e.g., word processing, spreadsheet, database, multimedia authoring, Web development software).
5. Identify concepts and terminology related to networks (e.g., network protocols, Open Systems Interconnection model, client-server, cloud computing).
6. Identify characteristics and uses of network devices (e.g., servers, routers, switches, access points, workstations).

Competency 6—Knowledge of the historical aspects and social issues related to computer technologies
1. Identify examples of appropriate use (e.g., software license types, archival copying, fair use of copyrighted materials) and misuse (e.g., plagiarism, music and video piracy) of intellectual property.

2. Identify milestones in the historical development of computer technology and important contributions of individuals or groups to the development of computer technology.

3. Analyze cultural, legal, and ethical issues and responsibilities of digital citizens, organizations, and government entities (e.g., privacy issues related to Internet use, data protection).

4. Analyze issues related to malicious software, social engineering, and security awareness.

5. Identify concepts and terminology related to security countermeasures (e.g., firewalls, antivirus programs, filtering software, encryption) that prevent, detect, and correct breaches.

6. Analyze security issues related to maintaining the confidentiality, integrity, and availability of information.

Competency 7—Knowledge of computer science pedagogy

1. Apply appropriate and effective classroom management strategies for teaching computer science (e.g., laboratory work, cooperative learning, electronic communications).

2. Apply appropriate and effective instructional strategies for teaching computer science (e.g., independent learning, case studies, role-playing, manipulatives, visualizations, simulations, modeling, team software development).

3. Apply appropriate and effective formative and summative assessment strategies for teaching computer science (e.g., rubrics, portfolios).

4. Apply appropriate and effective accommodations, adaptations, and strategies that ensure the equitable use of technology for diverse student populations (e.g., students with exceptionalities, English language learners, students from various socioeconomic levels).

5. Determine characteristics and apply uses of instructional technologies (e.g., collaborative online tools, social networking, computer-based learning, mobile devices).

6. Recognize opportunities, skills, and paths related to college and career readiness in the field of computer science.

7. Apply practices for planning and developing curricula that meet state and national standards and recognize resources for ongoing professional support and development.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Create collaborative learning activities
- Utilize collaborative practices within various contexts

- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Blended content delivery, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will participation in an online learning community in which participants will share student work, reflect on implementation, discuss challenges, and share best practices.

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Information gathered from meeting minutes and threaded discussion forums will be reviewed and analyzed to determine what organizational supports are required for successful implementation.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?

During the professional learning sessions, participants will be observed to verify the quality and fidelity of delivery. Additionally, discussion boards will be monitored to address participant needs and instruction will be modified, if necessary, to assure the participants are mastering the content and pedagogy skills presented. Data gathered from the online professional learning feedback form will be analyzed and used to inform instruction for future delivery of the course.

Teacher success in passing the Florida Computer Science K 1/4 12 Subject area Certification Exam aspects and social issues related to computer technologies:

1. Competency
2. Knowledge of computer science pedagogy
3. Learn to incorporate CT/CS in other disciplines, especially in their primary educator certification area.
4. Apply CT to their teaching practice

Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by
NEFEC Spring 2020

Amendments to 2019-2020 NEFEC
Professional Learning Catalog/Master Inservice Plan

School Board Approval for:

Addition of nine new professional learning components:

New Component	Number	Points
Language Reading Connection for Deaf/Hard of Hearing (PDA)	2-100-024	10
Teaching Students with Disabilities for Physical Education (PDA)	2-100-025	20
Math Difficulties, Disabilities and Dyscalculia (PDA)	2-100-026	7
Computer Science Educator Certification Prep	3-003-001	60
Competency 1: Foundations of Reading Instruction 2025	1-013-023	60
Competency 2: Application of Research-Based Instructional Practices 2025	1-013-024	60
Competency 3: Foundations of Assessment 2025	1-013-025	60
Competency 4: Foundations and Applications of Differentiated Instruction 2025	1-013-026	60
Competency 5: Demonstration of Accomplishment 2025	1-013-027	60

New Reading Endorsement components are written for the revised eLearning Network courses. Title includes 2025 to denote the end of the endorsement renewal period, and a new component number has been assigned due to new coursework. In addition, the components have been written using the high-quality format.

2020-2025 NEFEC Reading Endorsement Add-on Program

School Board Approval for Five-Year Renewal Period

The 2020-2025 NEFEC Reading Endorsement Add-on Program has received extensive revisions as an outcome of legislative mandates passed since 2017 requiring changes in reading curriculum, and additions of sections that are on the FLDOE endorsement add-on guidelines. Below is an outline of the changes with corresponding page numbers.:

Program Rationale and Purpose
p. 2   **Narrative changed**
Program Content/Curriculum p.3
Competencies
pp.3-4   **Addition of *2025* to end of each competency title**
Removed Section that was in 2014-2020 endorsement: *District Add-On Reading Endorsement Plan Renewal* (steps for renewal process) Not on the FLDOE endorsement add-on guidelines.
Added the following sections included on the FLDOE endorsement add-on guidelines:
p.4   **Specialization: 6A-4.0292 Specialization Requirements for the Reading Endorsement.**
pp.5-6   **Nationally Recognized Guidelines**
Update: Reading Endorsement Competency Paths 2020-2025
pp.6-7   Included organizations with approved Just Read, Florida! Matrix. Can only use approved vendors.
Added sections cont.:
Instructional Design and Delivery
p.8   Includes description of the courses for the 5 Competencies and Instructional Strands chart w/new component #
p.9   Inservice Codes
p.10   Instructors – description of requirements
pp.10-35 Training Components (see amendment to PLC for title and component numbers)

       All new sections to the Reading Endorsement:
       Program Completion Requirements p.36
           A. Program Completion
           B. Competency Demonstration
           C. Competency Verification
       Program Evaluation p.37
           A. Evaluation Plan
           B. Annual Review
       Program Management pp.37
           A. Candidate Application and Admission
           B. Advisement
           C. Attendance Requirement for Inservice Points
           D. Transfer and Utilization of Credit
           E. Certification of Completion
       School Board Approval p.39

       NEFEC 2020-2025 Reading Endorsement Alignment Matrix p.40

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

School Board of Levy County Comprehensive School Counseling Program

Table of Contents

Levy County Schools Counseling Program Overview

A. Each K-12 school shall develop and deliver a counseling program that is comprehensive in scope, preventative in design and developmental in nature. The program will be multi-layered, accountable, and follow the American School Counseling Association (ASCA) model. The ASCA model begins with the foundation upon which delivery, management and accountability systems are integrated. Implementation Comprehensive School Counseling Program allows all students to receive program benefits.

B. The comprehensive school counseling programs within each individual school should be designed to meet the academic, career, and personal/social needs of every student and provide the following services:
   a. Direct Services- Individual and small group counseling, collaboration with parents and families, consultation with teachers and staff.
   b. Indirect Services- Reviewing data such as report cards, progress reports, state and district assessments. and attendance and discipline data.
   c. Career and Postsecondary Planning- Including 4-year school plans, graduation requirements, financial aid and scholarships.
   d. Responsive Services- referrals to outside agencies including mental health services.

C. Confidentiality will be kept to the highest standard. A school counselor, school psychologist or nurse shall be required to follow the law under HIPAA (Health Insurance Portability and Accountability Act of 1996) regarding any information given to them in confidence either by a student or other persons providing information about the student, except as provided by Florida Statutes.

Beliefs

- All children learn best when they feel good about themselves and they know they are loved.
- All students must have equal access to the services provided by the counseling and guidance services.
- Relationships between parents, teachers, paraprofessionals, and students are imperative to the academic success and emotional well-being of the child.
- Collaboration between teachers, parents and administration is important to the success of each individual child.
- The school counselor is an advocate for all students, staff and parents and a resource for community needs.

Vision

Levy County Public Schools believes a developmental guidance program is imperative to the overall education process. We believe that academic, career and personal/social goals are attainable by all students when the comprehensive counseling program is coordinated throughout the district with accountability.

Mission Statement

The mission of our Counseling and Guidance Program in Levy County is to provide a comprehensive program to prepare every student socially, academically, and emotionally for present and future challenges. Students should be provided with opportunities to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue career planning opportunities in an environment that is safe, caring, and encouraging. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society. The primary focus for the counseling program is to advocate for all students in our district. Each individual student in Levy County has the rights to both benefit from and participate in a comprehensive counseling and guidance program that has been planned with the purpose of helping ALL students.

Goals

Program goals are divided into three domains aligning with the ASCA (American School Counseling Association) model and standards; academic, career and persona/social. These goals are individual and specific to individual schools to measure specific growth and improvement in these areas.

American School Counseling Association (ASCA) Model

ASCA National Model Foundation
School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

Program Focus: To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.
Student Standards: Enhancing the learning process for all students, the "ASCA Mindsets &

Behaviors for Student Success: College- and Career-Readiness Standards for Every Student" guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

ASCA National Model: Delivery
School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services
Direct services are in-person interactions between school counselors and students and include the following:
    -School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
    -Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

<u>Responsive services</u>
Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

<u>Indirect Student Services</u>
Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

ASCA National Model: Management
School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:
School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities
Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students
Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance
Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

ASCA National Model: Accountability
To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.
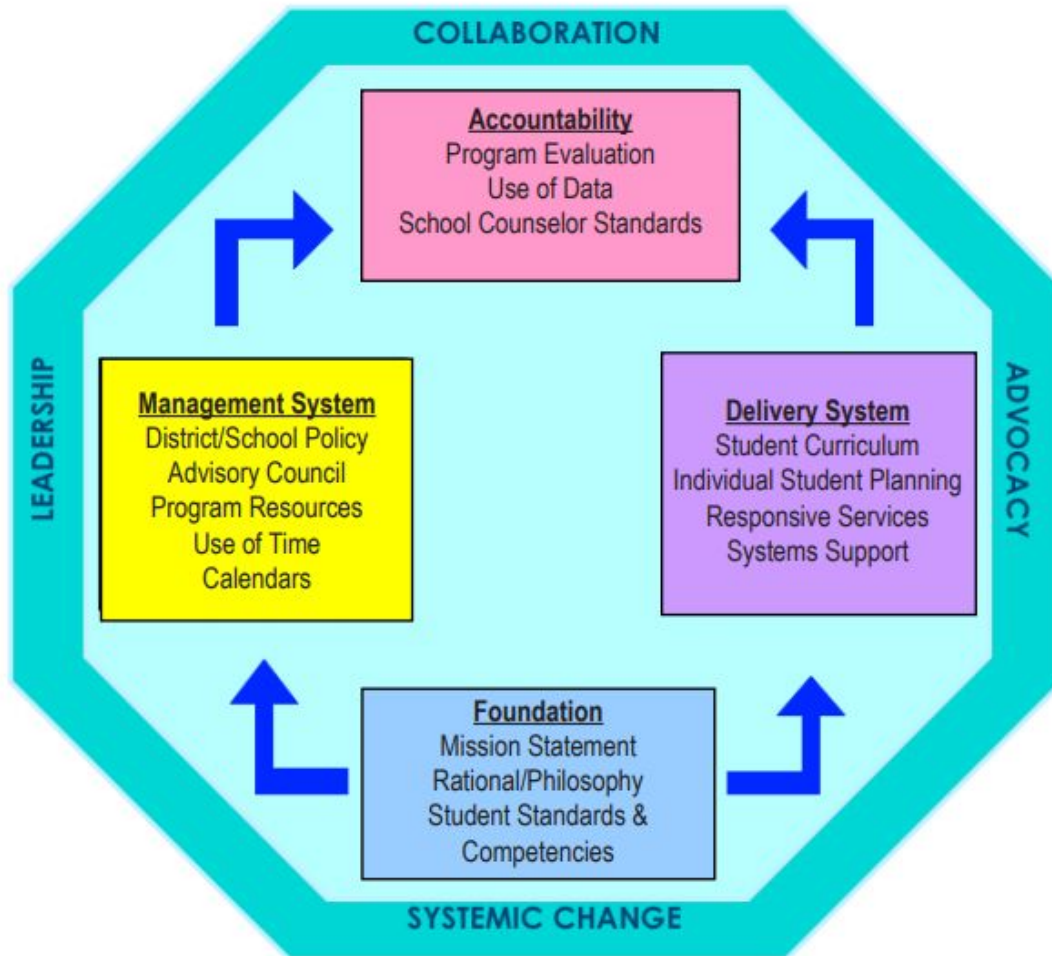
Florida's School Counseling Framework

Figure 1: Counseling Program Standards

Foundation
1. Mission Statement – A mission statement for the school counseling program has been developed.
2. Rationale and Philosophy – The rationale and philosophy that guide the program development, implementation, and evaluation for the school counseling program have been developed and agreed upon.
3. Student Standards and Competencies – Student standards and competencies have been developed and organized into four content areas: academic achievement, career development, personal/social development, community involvement and multicultural/global citizenship development.

Management System
1. District Policy – The local school board has approved and supports the district school counseling program.
2. Problem Solving Team/Lead Team– Lead teams have been established and are active.
3. Program Resources – Professional staff, financial resources, and political resources appropriate to carrying out the full intent of the school counseling program are provided.
4. Use of Time – Counselors can document that they spend 80 percent of their time providing direct services to students, staff, and families, and the remainder is spent on program management.
5. Calendars – School counseling annual, monthly, and weekly calendars are developed and published.

Delivery System
1. Curriculum – A student development curriculum that specifies what competencies all students should master has been developed and implemented.
2. Individual Student Planning – All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans. (FACTS.org)
3. Responsive Services – Services are available to assist students and their parents/ guardians with immediate needs or concerns that require counseling, consultation, referral, peer facilitation, or information.
4. Systems Support – School counselors utilize professional development opportunities, consultation, collaboration, and teaming, as well as program management and operation activities to meet the goals of the school counseling program and to contribute to the mission and goals of the school system.

Accountability
1. Use of Data – Procedures and processes have been established to use school improvement and other data to show student outcomes as a result of participating in the school counseling program.
2. Program Evaluation – The school counseling program is evaluated continuously and annually in terms of what every student should know and be able to do.
3. School Counselor Standards – Performance competencies are developed and based on program management and implementation and used as a basis for the counselor job description and evaluation.

ELEMENTARY SCHOOL

Program Structure

Components and Key Aspects			
Foundation	**Delivery System**	**Management System**	**Accountability System**
-Comprehensive -Preventative -Developmental	**Preventative Services** -Classroom guidance -Structured groups -Backpack program	-Job descriptions -Professional development -Problem Solving Team	-Audit components
-Mission and belief based -Focus on academic, personal, career and development -Based on ASCA competencies	**Responsive Services** -Individual Counseling -Group Counseling -Crisis Counseling -Consultation -Referral & follow up	-Advisory Council -Collaborative input -Data driven -Achievement -Analysis -Achievement gap	-Supervision -Evaluation -Measurable outcomes

Program Delivery

Direct Services

School Counseling Core Curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by CDS family and behavioral services in collaboration with the school guidance counselor and other professional educators in grade 3-5 classroom and group activities. The Paths Curriculum is also utilized to enhance the social emotional learning for all students.

Small Group Curriculum: This curriculum consists of structured lessons provided one time per week for at risk students and students who need extra help to perform at the rate of their peers, academically and socially. The counselor will provide services based on assessment of needs and behavior screener data. Topics include but are not limited to: Grief counseling, motivation skills, social skills, conflict management and resolution, decision making skills, parental divorce counseling, and study skills.

Individual student planning: The school counselor coordinates ongoing systemic activities designed to assist students in establishing personal goals and developing future plans; meeting individually with students, parents and teachers.

Responsive services: The school counselor provides crisis intervention and response, individual and group counseling as needed on campus with flexibility and responsiveness.

Individual Counseling Services**:** The school counselor delivers counseling from a range of counseling theories and techniques depending on the need of the child. The school counselor aims to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs outside long term clinical counseling.

Indirect Student Services
Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including underline referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Counselor may utilize observation techniques to come to a conclusion about what intervention procedures to put into place for a particular student or classroom. Counselor keeps detailed notes and logs for all counseling together with maintaining up to date paper work for students with English Language Learner (ELL) Plans and Section 504 Plans. Counselor also assists with Exceptional Student Education (ESE) Individualized Education Plans (IEPs).

Program Delivery

School Counseling Core Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals	**Purpose** Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	**Purpose** Program delivery and support
Academic -Guidance Classes in school success - New student orientations and back to school rules.	**Academic** -Parent/Teacher/ Student Conferences -Assessment data - Psychological screenings	**Academic** -IEP meetings -504 plan meetings -PST meetings -Follow-up and referral	**Academic** -Input for ESE, 504, ESOL programs -504 evaluations/referrals -ESOL testing/evaluations
Career -Career day to increase awareness and knowledge of career opportunities.	**Career** -Assess knowledge of careers	**Career** N/A due to age of student	**Career** -Invitation of outside agencies to provide knowledge of different careers.
Personal/Social -Guidance classes on getting along with others, manners, bullying safety, and feelings	**Personal/Social** -Individual counseling as needed -Small group Counseling -Parent/Teacher/ Student Conferences -Informal Behavior plan	**Personal/Social** -Individual Counseling and planning -Goal setting	**Personal/Social** -Coordinating meetings with outside agencies as needed to support the student/family needs -Participation in school and district wide crisis team as needed
Counselor Role Classroom guidance lessons, Consultation, ESOL services, Coordination of Business Partners	**Counselor Role** Individual/group counseling, consultation, parent conferences	**Counselor Role** Individual counseling	**Counselor Role** ESE meetings, ESOL meetings, 504 Plan meetings
Percentage of Time 40%	**Percentage of Time** 25%	**Percentage of Time** 1%	**Percentage of Time** 34%

Levy County Elementary Schools Calendar Map -- Example

Month	Counselor Curriculum	Prevention Intervention	Individual	System Support
July	-Review cultural, political and social influences on current educational practices	-Create year plan		
August	-Revise Plan for counseling and other direct services -Schedule guidance activities with school staff -Analyze data available to schedule counseling activities -Distribute teacher needs assessment -School wide expectations and rules presentations (bus, cafeteria, hallways, car rider area, playground, teachers cover individual classrooms) JBE preK-2	-School orientation for new teachers and students	-Schedule ESOL and 504 meetings -Touch base with at risk students returning from ESY services	-Collaborate with teachers and administration
September	-School wide expectations and rules -Character Ed Lessons (continue all year prek-2 on morning announcements and during special area) -Stranger safety prek-2	-Identify at risk students and refer appropriately -Begin small group guidance curriculum based on student needs assessment -Utilize PSTs to collaborate with staff and	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Connect with Principals regarding plan -Collaborate with teachers and administration
October	-Red ribbon week activities (3-5th) -Drug free curriculum -Pre Test for "Too Good For Violence" (3rd-5th) -Child Lures Program (3rd and 4th) -Know the Law (5th) -Character Ed Lessons -Gun safety (k-2 alternating years)	-Motivation small group -Social Skills small group	-Consult with parents for students experiencing academic difficulty -Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration
November	-TGFV curriculum (Define Conflicts, Conflict Resolution, Finding your strengths. Name your feelings.	-Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration

	Define Prejudice/Stereotype I-Messages Opinions/Agree to Disagree Respecting Differences) -Character Ed Lessons (prek-2 Sanford harmony and Second step)			
December	-Character Ed Lessons (prek-2 Sanford harmony and Second step)	-Motivation small group -Social Skills small group -As needed Counseling: group and individual. -Test students at risk for ESY services	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration -Connect with outside agencies
January	-Character Ed Lessons (prek-2 Sanford harmony and Second step) prek-2 germs lessons/hygiene prek-2 schoolwide expectations review	-Motivation small group -Social Skills small group -As needed Counseling: group and individual. -Retest students at risk for ESY services	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration -Professional Development
February	-Character Ed Lessons (prek-2 Sanford harmony and Second step)	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration
March	-Character Ed Lessons (prek-2 Sanford harmony and Second step) Water safety prek-2	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration
April	-Character Ed Lessons (prek-2 Sanford harmony and Second step) prek-2 career/hobby day	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration
May	-Character Ed Lessons (prek-2 Sanford harmony and Second step)	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual Counseling -504 meetings ESOL meetings -IEP meetings	-Collaborate with teachers and administration

MIDDLE SCHOOL
Program Structure

Components and Key Aspects			
Foundation	**Delivery System**	**Management System**	**Accountability System**
-Comprehensive -Preventative -Developmental	**Preventative Services** -Classroom guidance -Structured groups -Backpack program	-Job descriptions -Professional development -Problem Solving Team	-Audit components
-Mission and belief based -Focus on academic, personal, career and development -Based on ASCA competencies	**Responsive Services** -Individual Counseling -Group Counseling -Crisis Counseling -Consultation -Referral & follow up	-Advisory Council -Collaborative input -Data driven -Achievement -Analysis -Achievement gap	-Supervision -Evaluation -Measurable outcomes

Program Delivery

Direct Services
School Counseling Core Curriculum: Sanford Harmony K-6th grade; Second Step Violence Prevention Program. Mental Wellness (Everfi), Safer, Smarter Kids Program (child trafficking)

Small Group Curriculum: Stop Bullying Now.gov; Pacer Bully Prevention;
Individual student planning: One on one counseling
Responsive services: Meridian Mobile Response Team
Individual Counseling Services: Meridian, CDS, School Contracted LMHC

Indirect Student Services
Meridian Mobile Response Team

Program Delivery

School Counseling Core Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals	**Purpose** Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	**Purpose** Program delivery and support
Academic -Guidance Classes in school success skills - New student orientations and back to school rules. - Enrollment verifications - Scheduling classes	**Academic** -Parent/Teacher/ Student Conferences -Assessment data -Psychological screenings -MTSS process coordinating ESOL-WIDA screening	**Academic** -IEP meeting, LEA -504 plan meetings -PST meetings -Follow-up and referral -Academic counseling for Attendance, low GPA and career planning	**Academic** -Input for ESE, 504, ESOL programs -504 evaluations/referrals -ESOL testing/evaluations
Career -Career day to increase awareness and knowledge of career opportunities. - Guidance Classes on PostSecondary Education and Career Readiness Training	**Career** -Assess knowledge of careers, Career Assessment inventory -Counsel students in Career and Technical Education courses to take for engagement in school	**Career** -Development of academic and career plans - Develop a four year highschool course planner	**Career** -Invitation of outside agencies to provide knowledge of different careers for classes and for school wide career day - facilitate the use of My Career Shines.org
Personal/Social -Guidance classes on getting along with others, manners, bullying safety, and feelings	**Personal/Social** -Individual counseling as needed -Small group Counseling -Parent/Teacher/	**Personal/Social** Individual Counseling and planning -Goal setting, School Success Skills-	**Personal/Social** -Coordinating meetings with outside agencies as needed to support the student/family needs

	Student Conferences -Develop Positive Behavior Individual Plan	Attendance, Studying and Test taking skills	-Participation in school and district wide crisis team as needed
Counselor Role Classroom guidance lessons, Consultation, ESOL services, Coordination of Section 504 Plans	**Counselor Role** Individual/group counseling, consultation, parent conference	**Counselor Role** Individual Counseling and Small group Counseling, Academic Advisement	**Counselor Role** ESE meetings- LEA, ESOL meetings, 504 Plan meetings, Collaborate and coordinate MTSS process
Percentage of Time 40%	**Percentage of Time** 15%	**Percentage of Time** 25%	**Percentage of Time** 20%

Levy County Schools Middle Calendar Map -- Example

Month	Counselor Curriculum	Prevention Intervention	Individual	System Support
July	-Review cultural, political and social influences on current educational practices	-Create year plan - Review BIP's for students assigned to LLA and FOCUS		
August	-Revise Plan for counseling and other direct services -Deliver Counseling referral to Teachers and Staff -Develop and review PBIP's for students assigned to LLA and FOCUS Lab -New student registration/ verifications -Schedule students for classes for academic progress -Schedule guidance activities with school staff -Analyze data available to schedule counseling activities -Distribute teacher needs assessment	--School orientation for new teachers and students - Identify students for the backpack program -Observations for PBIPs	ESOL-WIDA Screenings -Schedule ESOL and 504 meetings -Touch base with at risk students returning from ESY services -IEP/LEA meetings	-Collaborate with teachers and administration -Threat assessment team -Crisis Counseling
September	-School wide expectations and rules	-Identify at risk students and refer appropriately	-Individual and small group Counseling	-Connect with Principles regarding plan

	-Character Ed Lessons utilizing the BASE curriculum -Social/emotional development thru conflict resolution counseling sessions -Student Success skills for Attendance/Student engagement -Mental Wellness Courses (Everfi)	-Begin small group guidance curriculum based on student needs assessment -Utilize PSTs to collaborate with staff and administration	-504 Reevaluation meetings 6th grade ESOL initial and annual meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling
October	-Red ribbon week activities - "Know the Law" presentation on Bullying prevent and cyberbullying -Drug free curriculum -Classroom lessons on Bullying Prevention -Character Ed Lessons utilizing the BASE curriculum -Student Success skills for Attendance/Student engagement -Social/emotional development thru conflict resolution counseling sessions --Mental Wellness Courses (Everfi)	-Motivation small group -Social Skills small group -Classroom large group grade level assembly for Bullying Prevention - ESOL Parent Night	-Individual and small group Counseling -Consult with parents for students experiencing academic difficulty -Individual Counseling -504 meetings ESOL meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling
November	-Character Ed Lessons utilizing the BASE curriculum -Career Assessment Inventories for career exploration /awareness with MyCareerShines.org -Student Success skills for Attendance/Student engagement -Social/emotional development thru conflict resolution counseling sessions --Mental Wellness Courses (Everfi)	-Motivation small group -Social Skills small group -As needed Counseling: group and individual. - Classroom/large group presentation	-Individual and small group Counseling -504 meetings ESOL meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Professional Development -Threat assessment team -Crisis Counseling
December	-Character Ed Lessons utilizing the BASE curriculum	-Motivation small group -Social Skills small group	-Individual and small group Counseling	-Collaborate with teachers

	-Student Success skills for Attendance/Student engagement -Social/emotional development thru conflict resolution counseling sessions -Test individual ESE and Sect504 Students for semester exams	-As needed Counseling: group and individual. -Test students at risk for ESY services	-504 meetings ESOL meetings -IEP/LEA meetings	and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling
January	-New student registration/ verifications and transfer grades to teachers -Schedule students for classes for academic progress -Review School wide expectations and rules -Character Ed Lessons utilizing the BASE curriculum -Student Success skills for Attendance/Student engagement - Practice test for WIDA with ESOL Students -Social/emotional development thru conflict resolution counseling sessions -Safer, Smarter Kids (Child Trafficking)	-Motivation small group -Social Skills small group -As needed Counseling: group and individual. -Retest students at risk for ESY services	-Individual and small group Counseling -504 meetings ESOL meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Professional Development -Threat assessment team -Crisis Counseling
February	- Career Counseling for low GPA students/planning with Career & Technical Courses(CTE) and My CareerShines.org 4yr. high school course planner -Character Ed Lessons utilizing the BASE curriculum - Create testing schedule for WIDA testing -Social/emotional development thru conflict resolution counseling sessions	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual and small group Counseling Small group -504 meetings ESOL meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling

	-Safer, Smarter Kids (Child Trafficking)			
March	-Character Ed Lessons utilizing the BASE curriculum - Career Counseling/planning with CTE classes and My CareerShines.org 4yr. high school course planner - Review IEP and 504 testing accommodations prior to administration of state exams -Student Success skills for Attendance/Student engagement -Social/emotional development thru conflict resolution counseling sessions -Safer, Smarter Kids (Child Trafficking)	-Study skills groups -Motivation small group -Career Planning small group -Social Skills small group -As needed Counseling: group and individual. - Retention letters sent out to students who have failed core classes for Semester 1.	-Individual and small group Counseling - Individual Career Planning -504 meetings ESOL meetings -IEP/LEA meetings	-Collaborate with teachers and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling
April	-Character Ed Lessons utilizing the BASE curriculum -Student Success skills for Attendance/Student engagement -Counseling/planning with CTE classes and My CareerShines.org 4yr. high school course planner -Social/emotional development thru conflict resolution counseling sessions - 5th grade orientation present School wide expectations and rules - Collaborate for the Bridge Program 5th to 6th grade. -Test individual ESE and Section 504 Students for semester exams and EOCs	-Study skills groups -Motivation small group -Career Planning small group -Social Skills small group -As needed Counseling: group and individual.	-Individual and small group Counseling-Individual -Career Planning -504 meetings ESOL meetings -IEP/LEA meetings -Create 4 year graduation plan for all 8th grade students	-Collaborate with teachers and administration -Connect with outside agencies -Threat assessment team -Crisis Counseling
May	-Character Ed Lessons utilizing the BASE curriculum -Student Success skills for Attendance/Student engagement	-Study skills groups -Motivation small group -Social Skills small group -As needed Counseling: group and individual.	-Individual and small group Counseling -504 meetings ESOL meetings	-Collaborate with teachers and administration -Connect with outside agencies

	-Social/emotional development thru conflict resolution counseling sessions -Collaborate for the Bridge Program 5th to 6th grade summer -Test individual ESE and Section 504 Students for FSAs, semester exams and EOCs		-IEP/LEA meetings -Create 4 year graduation plan for all 8th grade students	-Threat assessment team -Crisis Counseling

HIGH SCHOOL
Program Structure

Components and Key Aspects			
Foundation	**Delivery System**	**Management System**	**Accountability System**
-Comprehensive -Preventative -Developmental	**Preventative Services** -Classroom guidance -Structured groups -Backpack program	-Job descriptions -Professional development -Problem Solving Team	-Audit components
-Mission and belief based -Focus on academic, personal, career and development -Based on ASCA competencies	**Responsive Services** -Individual Counseling -Group Counseling -Crisis Counseling -Consultation -Referral & follow up	-Advisory Council -Collaborative input -Data driven -Achievement -Analysis -Achievement gap	-Supervision -Evaluation -Measurable outcomes

Program Delivery

Direct Services

School Counseling Core Curriculum: This curriculum consists of structured lessons designed to help high school students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered as needed throughout grades 9-12 based on academic, social, emotional, and career development.

Small Group Curriculum: This curriculum consists of lessons provided as needed for at risk students and other identified students to assist them with their developmental needs and goals. Topics include but are not limited to: Grief counseling, motivation skills, conflict management and resolution, career and academic decision making skills.

Individual student planning: The school counselor coordinates ongoing activities, as needed, designed to assist students in establishing personal goals and developing future plans; meeting individually with students, parents and teachers.

Responsive services: The school counselor provides crisis intervention and response, individual and group counseling as needed on campus with flexibility and responsiveness. In addition, services will include procurement and referral to outside agencies as needed.

Individual Counseling Services**:** The school counselor relies on an array of counseling theories and techniques to meet students' needs. The school counselor has a strong background in Person Centered Counseling developed by Carl Rogers and uses this theory as a platform while utilizing techniques from Solution Focused Brief Theory.

Adlerian Theory is also utilized to respond appropriately and quickly while maintaining focus on academic performance.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with other agencies including <u>referrals</u> for additional assistance, <u>consultation</u> and <u>collaboration</u> with parents, teachers, other educators and community organizations. The counselor may utilize observation techniques to come to a conclusion about what intervention procedures to put into place for a particular student or classroom. The counselor maintains notes and logs for all counseling. Some additional services may include coordinating Section 504 Plans or the English Language Learner (ELL) Program, acting as LEA Representatives in IEP meetings, and facilitating the MTSS intervention process.

Program Delivery

School Counseling Core Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application skills needed to achieve academically and be career and college ready by graduation	**Purpose** Prevention, Intervention and Responsive services to groups and/or individuals	**Purpose** Individual student academic and occupation planning, decision making, goal setting, and preparing for academic transitions	**Purpose** program delivery and support
Academic Academic advising for high school and college courses Back to school orientations Student Registrations and course scheduling	**Academic** Parent conferences Assessment Data Mental Health Referrals MTSS process ESOL-WIDA screenings 504 Evaluations/Meetings	**Academic** IEP Meetings, LEA 504 Meetings Backpack program referrals Mental Health referrals academic counseling attendance monitoring career planning college planning academic advising	**Academic** Teacher input for ESE, 504, ESOL programs 504 evaluations/referrals ESOL testing/evaluations
Career Career Day and College Visits to increase	**Career** Career interest assessments	**Career** Academic and career plans	**Career** connect students to outside sources of

awareness of career opportunities Classroom instruction about career and college opportunities	Career and Technical Education programs education and presentations	Reference My Career Shines 4 year planner developed in middle school	information for career and college
Personal/Social Presentations on socials issues Monthly awareness events with Student Government	**Personal/Social** BASE education Parent/teacher/student conferences Student conferences	**Personal/Social** BASE education Student counseling/meetings Goal setting Attendance contracts Academic achievement plans	**Personal/Social** Mental Health Referrals Resource referrals Backpack program District Homeless Liaison Teacher/Staff observations and input Threat Assessment Team
Counselor Role Classroom lessons Consultation for personal and academic 504 Plans ESOL Plans IEP Meetings Dual Enrollment Advance Placement Assessments--State testing, ACT, SAT MTSS Data and tiers of intervention planning Course scheduling	**Counselor Role** Parent conferences individual/groups counseling academic advisement Teacher assistance with student concerns	**Counselor Role** 504 Plans consultation for personal and academic plans	**Counselor Role** ESE meetings--LEA 504 Meetings ESOL Meetings MTSS team Threat Assessment Team Dual Enrollment advisory
Percentage of Time 50%	**Percentage of Time** 15%	**Percentage of Time** 15%	**Percentage of Time** 20%

Levy County High Schools Calendar Map -- Example

Month	Counselor Curriculum	Prevention Intervention	Individual	System Support
July	Analyze Assessment data for scheduling and Intensive Reading Groups Review Graduation Requirements - make sure schedule meets students requirements Review dual enrollment list and schedule with high school schedule	Review credits needed for graduation. Place students in credit retrieval courses. Prepare current 504 list	Obtain/meet appropriate individual graduation requirements	Meet state graduation requirements
August	Collaborate with admin, teachers & other school & community programs to enhance student academics, goals & achievements Make schedule changes Make seniors aware of scholarship opportunities Provide awareness to underclassman of long-range post-secondary, career & technical opportunities	Establish contact with mental health providers and current list of students in need. Review class schedules and adjustments to meet graduation requirements. MTSS Tiers and Meetings	Maximize student academics, goals & achievements Meet individual graduation requirements for each student Give students opportunities to meet their academic/educational goals 504 Meetings Backpack Program students	Work with other resources to meet student needs Follow Pupil Progression Plan and state graduation requirements
September	Make seniors aware of post-secondary access (timelines & deadlines)	Check in with students that need support in mental health and academic achievement. MTSS Tiers and Meetings	Understand their opportunities 504 Meetings Backpack Program students	Follow guidelines of post-secondary institutions
October	Check Dual Enrollment eligibility/schedule dual enrollment classes Prepare AP Rosters (ordering exams) Parent conference nights	Check in with students that need support in mental health and academic achievement. ESOL Parent Night Academic Parent Conference Night MTSS Tiers and Meetings	Students prepare for post-secondary education Students will earn articulated post-secondary credit 504 Meetings Backpack Program students	Ensure articulation agreements are followed

November	Senior graduation checks	Review semester grades and determine needs for credit recovery for second semester. MTSS Tiers and Meetings	504 Meetings Backpack Program students	
December	Discuss PSAT scores with students/parents		Understand the score potential 504 Meetings Backpack Program students	Explain score potential to students/parents
January	Provide Financial Aid info to seniors Check credit posting for failures Schedule changes	Classroom presentations with underclassmen and graduation requirements MTSS Tiers and Meetings	Funding of post-secondary education Students understand & and utilize a program for credit recovery 504 Meetings Backpack Program students	Provide FASFA info to students & parents Make plan for credit recovery
February	Make local scholarship materials available to seniors Determine Val, Sal & Cum Laude's	Academic Parent Conference Nights MTSS Tiers and Meetings	Encourage eligible seniors to complete applications Use ranking in resumes and scholarship applications 504 Meetings Backpack Program students	Assist with filling out info Follow guidelines in Pupil Progression Plan to make accurate determinations
March	Check Dual Enrollment eligibility/schedule classes Career Day	Scheduling planning Student meetings for academic advisement Graduation Planning MTSS Tiers and Meetings	Students prepare for post-secondary education 504 Meetings Backpack Program students	Ensure articulation agreements are followed
April	Course Requests for the next school year Classroom discussions of graduation requirements Dual Enrollment for Summer and Fall	Graduation planning student audits MTSS Tiers and Meetings Dual Enrollment for Summer and Fall	504 Meetings Backpack Program students IEP Transition Meetings	
May	Graduation status; Graduation spreadsheet with exit codes	Graduation MTSS Tiers and Meetings	504 Meetings IEP Transition Meetings	

	Next school year Master Schedule Dual Enrollment for Summer and Fall	Review Registration information from students Dual Enrollment for Summer and Fall	Backpack Program students	

Confidentiality and Ethics

School Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. School Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children and charges according to law. School Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

Confidentiality School counselors:
a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
b. Counselors maintain awareness and sensitivity regarding diversity and various cultural identifications. Counselors respect differing views toward disclosure of information and hold ongoing discussions with clients as to how, when, and with whom information is to be shared with.
b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality throughout the duration of the counseling relationship. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
f. Recognizing their primary ethical obligation for confidentiality is to the students but balances that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship.

Data Collection and Assessment
h. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
i. In absence of state legislation expressly forbidden disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

      1) Student identifies partner, or the partner is highly identifiable
      2) School counselor recommends the student notify partner and refrain from further high-risk behavior
      3) Student refuses
      4) School counselor informs the student of the intent to notify the partner
      5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

j. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
k. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
l. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
m. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
n. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
o. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
p. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

Needs Assessment
Targeted questions to evaluate the needs of the school counseling program will be developed at the beginning of the school year to guide implementation. Targeted questions to evaluate the effectiveness of the school counseling program will be developed at the end of the school year to assess the success of the program.

Academic Assessment
Academic assessment data will provide insight for the guidance program to provide specific data driven supports for students.

Behavior Data
　　Referrals: Behavior referral data is collected using Skyward. Skyward and Performance Matters programs can identify and chard behavior data from referrals to identify and track students with emotional and behavioral struggles.
　　Behavior Screener: Data is collected on internal and external behavior from the previous year on the behavior screener assessment. This assessment will determine at risk students for referrals and behavior, this will also help identify students who are in need of more targeted instruction for social skills and behavior intervention.
Attendance Data

Problem Solving Process/ Response to Intervention RTI

School counselors are stakeholders in the development and implementation of the Response to Intervention (RTI) process. The comprehensive school counseling program is designed to improve student achievement and behavior and this closely aligns with the RTI process to support all students.

The Rationale
Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Utilizing student academic and behavior data, RTI is used to make decisions about services, interventions, special education and assists in the creation of a well-integrated system of instruction and intervention. School counselors implement a data-driven comprehensive school counseling program that meets the needs of all students and includes the identification of students who are at-risk for not meeting academic and behavioral expectations.

School Counselor's Role in RTI

School counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the *ASCA National Model for School Counseling* by:

- Provide tier 1 services to <u>all</u> students using a standards-based guidance curriculum to address universal academic, career and personal/social development
- Use academic and behavioral data to identify struggling students
- Conduct research-based intervention (Tier 2) throughout the school to reach identified students and close the gap with the rest of their peers.
- Evaluate academic and behavioral progress after interventions
- Revist interventions as appropriate on a more targeted and individual basis. (Tier 3)
- Refer to school and community services as appropriate
- Collaborating with administrators about RTI design and implementation
- Advocating for equitable education for all students and working to remove systemic barriers
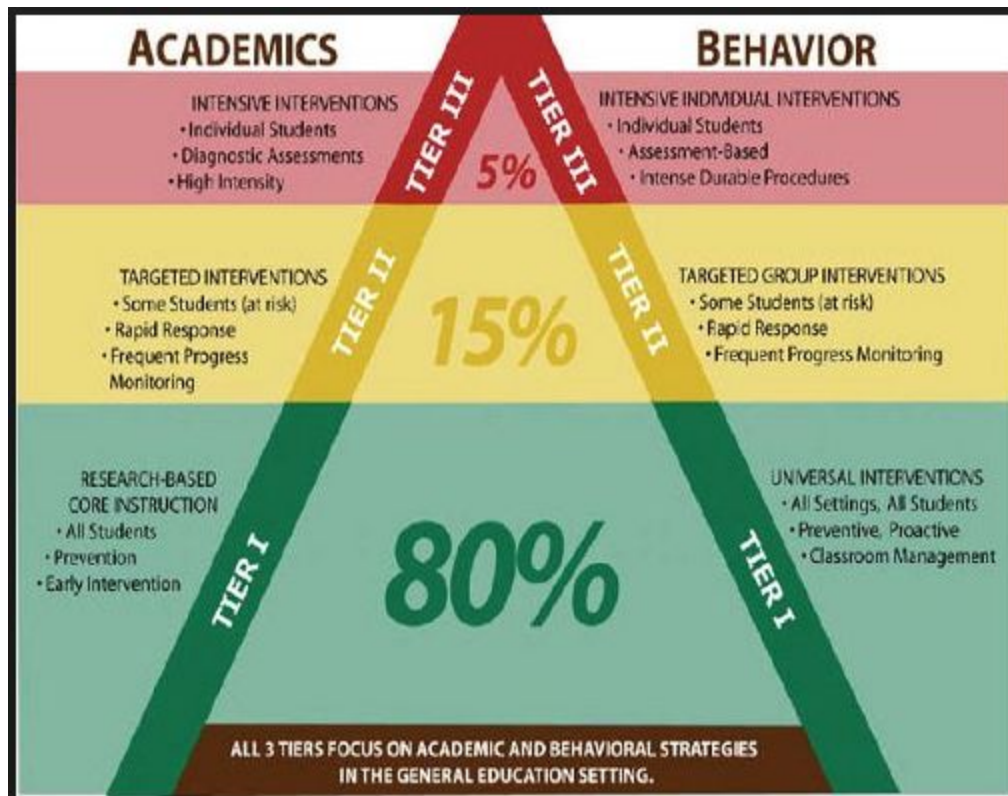
The following chart shows how a comprehensive school counseling program aligns with the RTI process.

RTI Process	Role of the School Counselor
Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive	1. Standards and Competencies (Foundation) 2. Guidance Curriculum (Delivery System) 3. Individual Student Planning (Delivery)
Tier 2: Supplemental/Strategic Interventions: Students at Some Risk	1. Standards and Competencies (Foundation) 2. Small group Counseling 3. Guided intervention for academic 4. Collaboration with teachers and staff
Tier 3: Intensive, Individual Interventions: Students at High Risk	1. Standards and Competencies (Foundation) 2. Responsive Services (Delivery) 3. Consultation with teachers, staff and parents. 4. Individual counseling 5. Referral to school or community services

Discipline and Behavior Modification

**Positive Behavior Intervention and Supports (PBIS)**
Positive Behavior Supports are implemented in the classrooms across the district. This system provides proactive classroom management and utilizes data, practices and systems to promote desired outcomes for students and educators.

Classroom Practices- include preventative and responsive approaches that may be effectively implemented with all students in the classroom and intensified with small groups (following the RTI model).

Systems- include and are not limited to the school based PBIS teams, the district level PBIS team and support teams that provide structures to enhance teachers' implementation of classroom PBIS practices with fidelity.

Data- Levy County utilizes Skyward and Performance Matters to collect data that is actively used as part of the decision-making process that allows educators to identify patterns of strengths and needs.
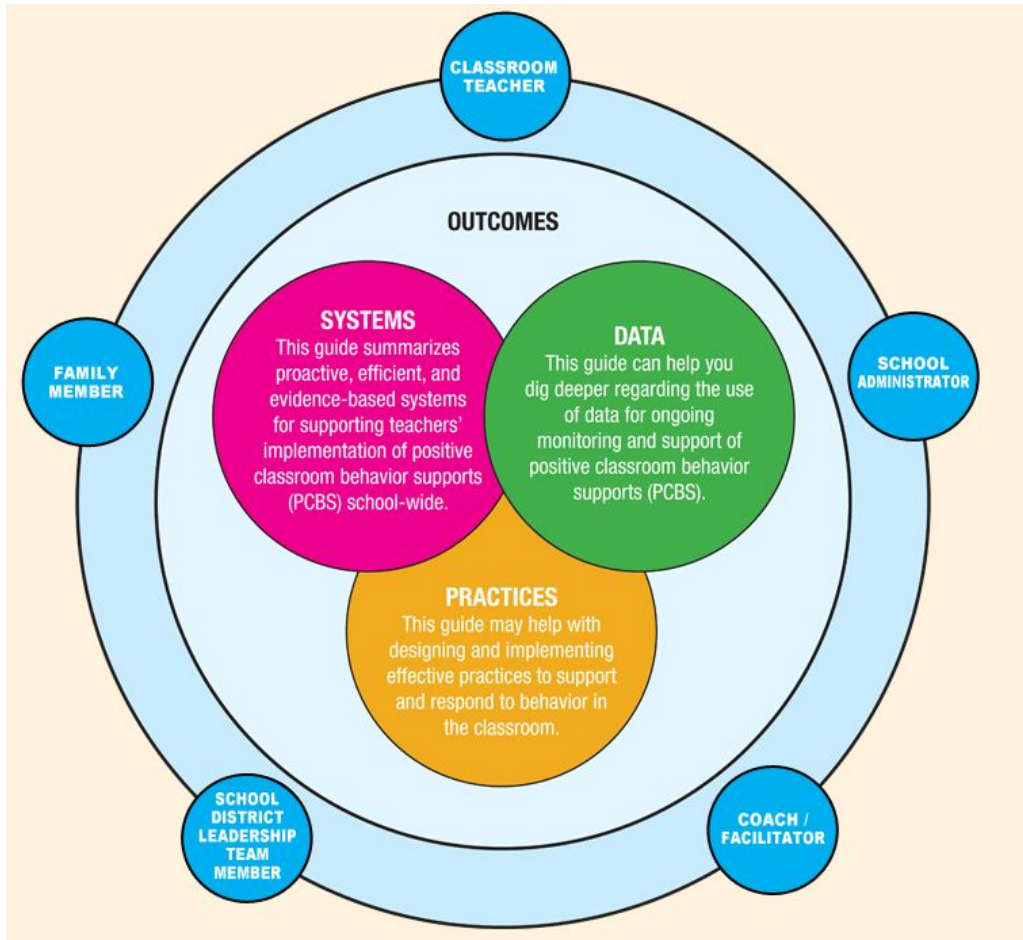
FBA/BIP

A Functional Behavior Assessment (FBA) is a process that seeks to determine the underlying cause or function of student behaviors that impede the learning of the student or the learning of the student's peers.

A Behavior Intervention Plan (BIP) is a plan that utilizes behavioral interventions and supports in order to reduce behaviors which interfere with a student's academic progress and/or increase behaviors that lead to successful learning for that student

Senate Bill 7026- Mental Health Support

Mental Health Plan

Screening:
Early Warning Systems: The Early Warning Indicators will be used as the district's Universal Screener. School Psychologist and/ or Licensed Mental Health Counselor (LMHC) employed by district will maintain a list of students identified that will need further screening or assessment based on crossed reference data such as but not limited to: Office Discipline Referrals (ODRs), Baker Act, parent/guardian, school personnel, court system and agencies.

Mental Health Screening:
District will provide mental health screening of Internalizing and Externalizing Behaviors for the following groups of students: mid- year kindergarteners, rising 6th graders, rising 9th graders, students returning from a known Baker Act, students who have made threats as part of their threat assessment, or school based "mental health concerns" referral. Parental Consent will be required. School Counselors, School Psychologists, LMHC employed by the district and/or contracted will be responsible for administering these screenings.

Tier 1 Support: All schools have been trained in the implementation of Positive Behavior Intervention Supports. Eight (8) of our nine (9) schools are Positive Behavior Support Schools and participate in ongoing training supported by the PBIS Project. Character Education, Suicide Awareness, Trauma Informed Care, Youth Mental Health First Aid, and Bullying Awareness training is conducted annually and will continue to be provided with the hiring of new staff. In addition, our district will receive training in Restorative Practices which will be a new initiative for the 2018-19 School Year.

Tier 2 Support: Once a student exhibits behaviors that rise to a level of concern, schools will assess if a student is at risk of harm to oneself and/or others. The School Counselor, Licensed Mental Health Counselor, School Psychologist and/or contracted services will use evidence based assessments to assess the social and emotional state of the student and make such determination if further assessment is needed. As a result of the data collected, it will be determined which practitioner will provide such intervention(s). Subsequently, data will be collected to determine if the intervention(s) provided in the area(s) of concern was effective or if additional intensive support is needed. If the intervention was successful, the student will continue to be monitored. If the intervention is not successful the team will reconvene, review the data and determine next steps.

Tier 3 Support: This level of support is intense and individualized for the student. The School Psychologist, Licensed Mental Health Counselor or Contracted Services will review the data in collaboration with the school and district administration, Community Action Teams, local agencies and develop a treatment plan to be implemented by the Licensed Mental Health Counselor, School Psychologist or Contracted Services.

Students who have received services in a hospital/rehabilitation facility and return to the district will be provided services at Tier 3. Communication and collaboration with the facility staff will occur to allow for a smooth transition and to determine the intensive services to be provided. Data will be collected to determine if the intervention provided is successful and recovery has occurred. If the intervention is successful a maintenance plan will be developed and monitored. If the intervention is not successful, the team will collaborate with Department of Children and Families (DCF) and seek a community action treatment team for behavioral health and support to children from services from 11 to 13 years of age, adolescents, and young adults from 18 to 21 years of age with serious behavioral health conditions who are at risk of out-of-home placement as demonstrated by:

1. Repeated failures at less intensive levels of care;
2. Two or more behavioral health hospitalizations;
3. Involvement with the Department of Juvenile Justice;
4. A history of multiple episodes involving law enforcement; or
5. A record of poor academic performance or suspensions.

Children younger than 11 years of age who otherwise meet the criteria may be candidates for such services if they demonstrate two or more of the characteristics. A community action treatment team shall address the therapeutic needs of the child, adolescent, or young adult receiving services and assist parents and caregivers in obtaining services and support. The community action treatment team shall make referrals to specialized treatment providers if necessary, with follow up by the community action treatment team to ensure services are received and focus on engaging the child, adolescent, or young adult and his or her family as active participants in every phase of the treatment process. Community action treatment teams shall be available to the child, adolescent, or young adult and his or her family at all times.

Referral Processes:

- School based referrals: Teacher Referral to School Counselor School Based Mental Health Referral Form
- Community referrals: Specific Referral procedures for each outside agency
- Coordinating Holistic Care: SEDNET shall identify district wide service providers
- Local physicians, District Personnel and SEDNET will partner to discuss strategies to support the student
- Mutual Exchange of Information--HIPPA AND FERPA compliant

Mental Health Resources

Florida Diagnostic and Learning Resources Systems (FDLRS)

Multidisciplinary Diagnostic and Training Program (MDTP)

Center for Autism and Related Disabilities (CARD)

Student with Emotional Behavioral Disabilities Network (SEDNET)

School Counselor(s)

School Psychologist(s)

School Social Worker(s)

Mental Health Counselor(s)
Community Action Team (CAT)
Meridian Behavioral Healthcare
Lutheran Services Florida
Department of Children and Families
Levy County Prevention Coalition
Physicians

Suicide Prevention

Assessment and Referral
The building clinician and/or designee will do an initial interview in order to determine the student's level of risk, Appendix A. When deciding who should conduct the initial interview the following factors should be taken into account
        1) existing relationship,
        2) time and coverage restraints,
        3) seriousness of presenting problem, and
        4) experience of the interviewer.
The building principal must be notified immediately.

Assessment will be conducted according to the following lethalities:

Lethality	Low	Mild	High
Time frame	I haven't really thought that far	Sometime next week	As soon as I get home
Plan	I have thought of a few different ideas but I don't know exactly	Plan formulated but not fully thought through	Plan formulated and well thought through
Access to means	No	No	Yes
Procedure	-Safety Contract - Notify Principal -document	-Safety Contract -Phone parent/guardian - Notify Principal -Ensure safe hand off to responsible adult	-Safety Contract -Phone parent/guardian -Notify Principal -Ensure safe hand off to responsible adult -Contact local law enforcement/ resource officer for potential baker act initiation

Safety Contract
In all events of suicidal ideation a safety contract must be initiated and signed by student and assessor. An example safety contract can be found in Appendix B.
Informing the parent
The designated staff member must inform a parent or legal guardian if a student threatens suicide and, in the opinion of the mental health professional or school counselor, if the student is assessed to be at real risk.
Documentation
In all events and situations regarding suicide documentation must be filed. See Appendix A.
Re-Entry of student
In the event of a returning student re-entering the school after a suicide attempt, or return from a baker act facility, it is the schools responsibility to maintain follow up with the student. The school counselor will make a point to seek out the student, express concern and offer follow up

services. The school counselor may also be responsible to reduce the effects of suicide contagion. It is not encouragement to complete suicide to talk about it, the school counselor will initiate discussion where necessary.

School Counselor Responsibilities

School Counseling Program
Development
- Review district goals
- Develop comprehensive school counseling goals
- Assess the needs of the school
- Create a school counseling plan for the year
- Collaborate with other staff within the school to maintain records
- Work closely with the Principal to share a mission for the school
- Maintain a setting that allows for confidentiality of student and parent concerns

Implementation
- Implement the plan for the year
- Be flexible as issues arise and needs change
- Implement large group, small group and individual counseling

Evaluation
- Quarterly review of school counseling program
- Mid year review of program goals and monitoring progress
- Monitor student progress utilizing Skyward.

Documentation
- Maintain records for all students
- Keep confidentiality

ESOL Coordinator
- Maintenance of records and review student needs, test accommodations with required documentation
- Monitor exited students for two years
- Monitor report card grades for ELL students
- Data collection
- Initial screening
- ACCESS for ELLs testing
- Collaborating with teachers and staff to facilitate the program through the school
- Maintain up-to-date training for ESOL standards and current WIDA standards.
- Develop and maintain ESOL Lab schedule

504 Plan Coordinator
- Assist in identification of eligibility for a 504 plan
- Verify all 504 students at the beginning of the year
- Notify teachers of students with a 504 plan and provide a copy of the plan
- Coordinate initial/reevaluation meetings
- Seek out up-to-date professional development to maintain law for 504 plans

IEP
- Serve as a member of the IEP team often the LEA.
- Write social-emotional and behavioral goals
- Advocate for the child's needs

Communication
- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, therapists, various agency staff and district staff.

Scheduling

Academic Advisement

Alternative Programs

Gifted Referrals

Postsecondary Readiness Advisement

Responsive Services

Consultation. Collaboration, Community Outreach

System Support

Attendance

RTI/MTSS

Appendix A

Suicide Risk Screening Form

Time:_____

Date:_____

NAME_____

GRADE_____

SCHOOL_____ REFERRED

BY_____

PARENTS_____

Statement made about suicide:

_____

_

_____

_____

_____

Does the student have a plan? _____

_When?_____

_How?_____

_Where?_____

Access to lethal means for the plan   YES ☐   NO ☐

Lethality   LOW ☐   MILD ☐   HIGH ☐

<u>Procedure checklist</u>

Date/time reported? _____

Building designated staff member informed?_____

Parent called _____ Time _____

If no, Police/DCF called _____ Time _____

Student released to

☐   Parent

☐   Emergency Services

☐   Baker Act Facility

☐   Other:_____

Appendix B

Safety Contract

Name   **Date**

Today, I have said some things about death or about hurting myself that have made others concerned about my safety. I will complete this contract with a caring adult in order for us both to feel comfortable that I know what to do if I start feeling like I could harm myself again.
Things I can do or tell myself to make myself feel better: *clinician can assist*

People who care about me that I can call when I feel overwhelmed:

NAME	RELATIONSHIP	PHONE NUMBER

Hotline number/s I can call:

Agency	Phone Number	Hours of Operation
National Suicide Prevention Lifeline	**1-800-273-TALK(8225)**	**24/7**
National Hopeline Network	**1-800-suicide (784-2433)**	
911	**911**	**ALWAYS-ask for the operator**

I will not hurt myself.
I will do one or more of the following instead of hurting myself:

1)I can come to_____(Counselor Name)_____'s office at   (School Name)___ to talk about my feelings.
2)I can talk to a teacher, family member, or other trusted adult about my feelings (see List).
3)I can do or tell myself some of the things I wrote down on the first page.
4)I can call one of the hotline numbers listed on page 1 or can call 911.
5)I can ask someone to take me to the hospital. If no one is around, I can call 911. The hospital is a safe place where I can get help and can be safe from hurting myself.

By signing this safety contract in the presence of a counselor, I agree to take positive actions whenever I feel like hurting myself. I will not hurt myself or try to kill myself. I will be near people who can help me or will be able to make a phone call if I need to contact people who can help me.

Student Signature _____ Date_____

Witness/School Mental Health Clinician _____ Date_____

Appendix C

School Counselor Curriculum Map

Month	Counselor Curriculum	Prevention Intervention	Individual	System Support
July				
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

SCHOOL DISTRICT OF LEVY COUNTY

JOB DESCRIPTION

TEACHER, PRE-KINDERGARTEN ESE

QUALIFICATIONS:
1) Bachelor's Degree from an accredited educational institution.
2) ~~Appropriate Florida teaching certificate.~~ Certification in Early Childhood, Pre-K Handicap Endorsement, and Pre-K Disabilities Endorsement.

KNOWLEDGE, SKILLS AND ABILITIES:

~~Knowledge of current trends for Pre-Kindergarten Handicapped programs. Ability to develop and implement an Individual Education Plan (IEP). Knowledge of applicable laws, rules, and policies. Knowledge of medical procedures and therapeutic techniques. Ability to communicate effectively with parents, aides / assistants, and other professionals.~~ Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research in regard to teaching students with special needs. Basic understanding and knowledge of use of current technology in the field. Knowledge of current legal requirements for providing services to exceptional children. Knowledge of varied learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and performance, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with students, peers, administrators, parents, and others.

REPORTS TO:
Principal

JOB GOAL

~~To provide a Pre-Kindergarten classroom experience that will help each child to develop physically, emotionally, psychologically, and behaviorally.~~ To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, physical, emotional, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

SUPERVISES:
~~Personnel assigned by the Principal~~ N/A

PERFORMANCE RESPONSIBILITIES:
* (1) ~~Provide learning experiences with understanding of different handicapping conditions and present materials at the appropriate level for each student.~~
* (2) ~~Work as a team member with occupational, physical, and speech / language therapists and follow through with recommendations for positioning, weight bearing, brace wear and various other adaptive devices and therapies necessary for optimal student development.~~
* (3) ~~Provide individual and small group instruction to meet individual needs in self-care.~~
* (4) ~~Assess each child and write an appropriate Individual Education Plan (IEP) for each child annually.~~
* (5) ~~Provide daily hands-on activities to enable students to achieve goals included on their IEPs.~~
* (6) ~~Plan and coordinate work of aides, volunteers, and parents to obtain maximum benefit from their efforts.~~
* (7) ~~Provide a classroom environment that is enriching, nurturing, and structured yet flexible within limits.~~

TEACHER, PRE-KINDERGARTEN ESE (Continued)

~~(8) Provide for doctor ordered procedures for students, such as administration of medication, tube feeding, and suctioning.~~
~~(9) Provide for assisting students in daily living needs, such as toileting, feeding, and personal hygiene.~~
~~(10) Communicate regularly with parents through conferences, home visits, phone calls, and notes home to help them follow their child's progress and better understand the school program.~~
~~(11) Select and order developmentally appropriate materials for classroom use.~~
~~(12) Maintain professional competence through professional development activities and literature.~~

(1) Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum and of the student's IEP.
(2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth.
(3) Meet with and instruct assigned classes in the locations and at the times designated.
(4) Communicate clearly and effectively in both written and oral form with students, parents, and others.
(5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
(6) Evaluate student progress on a regular basis to include academic and social growth of students.
(7) Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations.
(8) Assist in enforcement of school rules, administrative regulations, and Board policy.
(9) Implement a variety of instructional techniques to meet varying learning styles of students.
(10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline.
(11) Provide leadership in Child Study Teams, staffing meetings, and development of IEP (Individual Education Plans).
(12) Meet deadlines for development of IEPs and other required activities for teaching exceptional students.
(13) Communicate with other faculty members in regard to exceptional student needs and strategies for meeting their needs.
(14) Oversee ESE aides if such aides are provided.
(15) Assist with coordination of special services such as those provided by therapists; i.e., occupational therapy, physical therapy, and speech and hearing therapy.
(16) Perform other incidental tasks consistent with the goals and objectives of this position.
(17) Ability to work in a constant state of alertness and safe manner.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement Code 9
Lane 8 of the Instructional Salary Schedule
DOE Job Code 52014

Revised Board Approval ~~04/11/2017~~ 5/12/2020

MEMORANDUM

To: Jeffery R. Edison, Superintendent

From: Brandon Eastman, Coordinator of Purchasing BE

Date: April 30, 2020

Re: **Extending Annual Bids**

Respectfully request permission to place the following on the consent agenda of the May 12, 2020 School Board Meeting, requesting permission from the Board to extend the following Annual Bids through the 2020 / 2021 fiscal year at the same rates and conditions as originally bid.

Letters of agreement are included from each vendor.

Bid No.   18-01 Ceiling Tile & Grid
                18-02 Floor Tile
                18-03 Pest Control
                18-04 Motor Oil
                19-01 Petroleum Products

SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

April 6, 2020

Acousti Engineering
Attn: Mark Rizzotto
14100 NW 126th Terrace
Alachua, FL 32615

Re: Bid No. 18-01
Ceiling Tile & Grid

The above referenced bid will expire on June 30, 2020. However, there is one (1) remaining one (1) year renewal option left on the Contract. As the current supplier of this Contract, you have the option to renew for one (1) additional year at this time at the same prices, terms and conditions as originally bid or you may let the Contract expire.

Please indicate your intention by checking the appropriate line below, sign and return to me no later than **May 6, 2020.**

_____ Yes, I wish to renew the Contract at the same prices, terms and conditions as originally bid for one (1) additional year (July 1, 2020 through June 30, 2021).

_____ No, I do not wish to renew the Contract.

	Janet Crumpton Branch Manager	4-21-20
Authorized Signature	Title	Date

Return to: School Board of Levy County, 480 Marshburn Drive, Bronson, FL 32621
Attn: Brandon Eastman
Form can also be faxed to (352) 486-5418 or e-mailed to purchasing@levyk12.org

If you have any questions, please contact me at (352) 486-5297.

Sincerely,

Brandon Eastman
Purchasing Coordinator

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

April 6, 2020

Teal Tile
Attn: Vicki Teal
P. O. Box D
Starke, FL 32091

CAMERON ASBELL
District 1

CHRIS COWART
District 2

BRAD ETHERIDGE
District 3

PAIGE BROOKINS
District 4

ASHLEY CLEMENZI
District 5

Re: Bid No. 18-02
        Vinyl Floor Tile

The above referenced bid will expire on June 30, 2020. However, there is one (1) remaining one (1) year renewal option left on the Contract. As the current supplier of this Contract, you have the option to renew for one (1) additional year at this time at the same prices, terms and conditions as originally bid or you may let the Contract expire.

Please indicate your intention by checking the appropriate line below, sign and return to me no later than **May 6, 2020.**

____✓____ Yes, I wish to renew the Contract at the same prices, terms and conditions as originally bid for one (1) additional year (July 1, 2020 through June 30, 2021).

_____ No, I do not wish to renew the Contract.

_____   _____   _____
Authorized Signature   Title   Date
VICIU TEAL   Sec/Treas.   4/6/20

Return to: School Board of Levy County, 480 Marshburn Drive, Bronson, FL 32621
               Attn: Brandon Eastman
               Form can also be faxed to (352) 486-5418 or e-mailed to purchasing@levyk12.org

If you have any questions, please contact me at (352) 486-5297.

Sincerely,

Brandon Eastman
Purchasing Coordinator

480 Marshburn Dr.
Bronson, FL 32621

PHONE 352-486-5231
FAX 352-486-5237

*An Equal
Opportunity Employer*

*Our mission is to educate all students in a safe environment and
to graduate them ready for college and career success.*

SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

CAMERON ASBELL
District 1

CHRIS COWART
District 2

BRAD ETHERIDGE
District 3

PAIGE BROOKINS
District 4

ASHLEY CLEMENZI
District 5

480 Marshburn Dr.
Bronson, FL 32621

PHONE 352-486-5231
FAX 352-486-5237

*An Equal
Opportunity Employer*

April 6, 2020

Florida Pest Control
Attn: Steve Mathis
116 NW 16th Ave
Gainesville, FL 32601

Re: Bid No. 18-03
        Pest Control

The above referenced bid will expire on June 30, 2020. However, there is one (1) remaining one (1) year renewal option left on the Contract. As the current supplier of this Contract, you have the option to renew for one (1) additional year at this time at the same prices, terms and conditions as originally bid or you may let the Contract expire.

Please indicate your intention by checking the appropriate line below, sign and return to me no later than **May 6, 2020.**

✓_____ Yes, I wish to renew the Contract at the same prices, terms and conditions as originally bid for one (1) additional year (July 1, 2020 through June 30, 2021).

_____ No, I do not wish to renew the Contract.

_____   *Branch Manager*   *4/7/2020*
Authorized Signature   Title   Date

Return to: School Board of Levy County, 480 Marshburn Drive, Bronson, FL 32621
               Attn: Brandon Eastman
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FAX 352-486-5237

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SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

April 6, 2020

Whetsone Oil CO. Inc.
Attn: Michael G. Whetstone
P.O. Box 1257
Crystal River, FL 34423

Re: Bid No. 18-04
       Motor Oil

The above referenced bid will expire on June 30, 2020. However, there is one (1) remaining one (1) year renewal options left on the Contract. As the current supplier of this Contract, you have the option to renew for one (1) additional year at this time at the same prices, terms and conditions as originally bid or you may let the Contract expire.

Please indicate your intention by checking the appropriate line below, sign and return to me no later than **May 6, 2020.**

_√_   Yes, I wish to renew the Contract at the same prices, terms and conditions as originally bid for one (1) additional year (July 1, 2020 through June 30, 2021).

_____   No, I do not wish to renew the Contract.

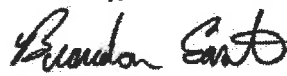|		
Authorized Signature	Title	Date
	Pres.	4-14-2020

Return to: School Board of Levy County, 480 Marshburn Drive, Bronson, FL 32621
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SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON
Superintendent

April 6, 2020

United Fuels
Attn: Bruce McElroy
P.O. Box 2030
Chiefland, FL 32644

Re: Bid No. 19 – 01
        Petroleum Products

The above referenced bid will expire on June 30, 2020. However, there are two (2) remaining one (1) year renewal option left on the Contract. As the current supplier of this Contract, you have the option to renew for one (1) additional year at this time at the same prices, terms and conditions as originally bid or you may let the Contract expire.

Please indicate your intention by checking the appropriate line below, sign and return to me no later than **May 6, 2020.**

_____ Yes, I wish to renew the Contract at the same prices, terms and conditions as originally bid for one (1) additional year (July 1, 2020 through June 30, 2021).

_____ No, I do not wish to renew the Contract.

Authorized Signature   Title   Date

Return to: School Board of Levy County, 480 Marshburn Drive, Bronson, FL 32621
Attn: Brandon Eastman. Form can also be faxed to (352) 486-5418 or e-mailed to purchasing@levyk12.org

If you have any questions, please contact me at (352) 486-5297.

Sincerely,

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Purchasing Coordinator

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District 1

CHRIS COWART
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BRAD ETHERIDGE
District 3

PAIGE BROOKINS
District 4

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District 5

480 Marshburn Dr.
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