

The following in-service component has been created:

- 7-507-321 - Educational Leadership for School Board Members (120 MPP)

Request for continuation of the district English for Speakers of Other Languages (ESOL) Add-on Plan is also being requested in this item in order to comply with state mandate. The content of the program approved in 2007 was based upon the specialization requirements for ESOL Endorsement as stated in 6A-4.0244, FAC, Specialization Requirements for the Endorsement in English for Speakers of Other Languages - Academic Class. Although there have been several changes that impact the delivery of ESOL Endorsement training, no modifications are needed in the training components.

The recommended components complement the overall direction for professional development in the District as outlined in the Master Plan for In-Service Education and will provide a mechanism for teachers, administrators, and non-instructional personnel to engage in professional development in innovative ways to increase student achievement.

There is no additional cost to the District associated with this item.

RECOMMENDED:

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to update the Miami-Dade County Public Schools Master Plan for In-Service Education 2009-2014 by adding five new reading components, a new leadership component, and continuation of English as a Second Language (ESOL) components.

MRF:cm

COMPONENT # 1-013-320

**TITLE: Foundations of Reading Instruction-Competency 1
(60 MPP)**

GENERAL OBJECTIVE(S):

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

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

Performance Indicator A: COMPREHENSION

- 1.A.1 Understand that building oral language and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: ORAL LANGUAGE

- 1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners' home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: PHONOLOGICAL AWARENESS

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: PHONICS

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.

- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: FLUENCY

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a students' understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the Reading Components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.

- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5 Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

ACTIVITIES:

1. Attend lectures and discussions:
 - a. Stages of development in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary (Specific Objectives 1A.1- 1.G.6).
 - b. Specific linguistic differences in articulation, vocabulary, and syntax across cultures and languages: discuss their impact on student reading development (Specific Objectives 1A.1- 1.G.6).
 - c. Interdependence of the major reading components and the impact of each on student reading development (Specific Objectives 1A.1- 1.G.6).
2. View modeling of specific phoneme articulation and the multisensory features; practice independently and in small groups; model articulation for students previously identified with phonological awareness difficulties (Specific Objectives 1A.1- 1.G.6).
3. Write brief papers on such topics as vocabulary of expository texts and features of metacognition for discussion in class or in a learning community (Specific Objectives 1A.1- 1.G.6).
4. Develop comprehension questions for a corresponding text; map the comprehension questions to scaffold across the scope of cognitive skill levels (Specific Objectives 1A.1- 1.G.6).
5. Conduct clinical interviews with students to begin a portfolio of different reading profiles (Specific Objectives 1A.1- 1.G.6).
6. Write reflections on such topics as Common Core State Standards & Common Core State Standards for ELA (Specific Objectives 1A.1 & 1A3).

FOLLOW-UP:

1. Participants will provide a product related to the training (e.g. written reflections, action plan, case study) verifying that the professional development impacted their professional behavior and practices.
2. Participants will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student

achievement.

3. Participants will monitor and adjust interventions, as needed, as a result of the implementation feedback and findings.
4. Participants will develop a case study related to the training and provide evidence of implementation.
5. Participants will provide evidence of high quality lesson planning related to criteria within this training.
6. Participants will engage in mentor/coaching activities which may include, but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

EVALUATION:

1. Participants will demonstrate mastery of the component objectives. (Specific Objectives 1A.1- 1.G.6).
2. Participants will complete written assignments (e.g. logs, reviews and reflections, journal entries, summaries, etc.) as given by the instructor (Specific Objectives 1A.1- 1.G.6).
3. Participants will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site (Specific Objectives 1A.1- 1.G.6).
4. Participants will complete the standard online component evaluation located on the Professional Development Menu and Registration System.

COMPONENT #1-013-321

**TITLE: Applications of Research-Based Instructional Practices –
Competency 2
(60 MPP)**

GENERAL OBJECTIVE(S):

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.

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

Performance Indicator A: COMPREHENSION

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc)
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: ORAL LANGUAGE

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learners' home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: PHONOLOGICAL AWARENESS

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
- 2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator D: PHONICS

- 2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
- 2.D.2 Recognize and apply an English language learners' home language as a foundation and strength to support the development of phonics in English.
- 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

- 2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: FLUENCY

- 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
- 2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
- 2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: VOCABULARY

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

Performance Indicator G: INTEGRATION OF THE READING COMPONENTS

- 2.G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.
- 2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
- 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

ACTIVITIES:

1. Attend lectures and discussions:
 - a. Research-based instructional practices for oral language, phonological awareness, phonics, fluency, vocabulary and comprehension (Specific Objectives 2.A.1-2.G.6).
 - b. Research-based modifications for Limited English Proficient (LEP) and Exceptional Student Education (ESE) student; discuss their impact on reading development (Specific Objectives 2.A.1-2.G.6).
 - c. Techniques and strategies to scaffold for reading instruction (Specific Objectives 2.A.1-2.G.6).
2. Participants will demonstrate the ability to apply research based instructional strategies in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension (Specific Objectives 2.A.1-2.G.6).
3. View modeling of specific research-based instructional practices for each of the components in reading (i.e., reciprocal teaching for comprehension); practice delivery of each practice in a learning community and write a reflection (Specific Objectives 2.A.1-2.G.6).
4. Complete chapter assessments (Specific Objectives 2.A.5, 2.A.9, 2.C.2, 2.C.4 - 2.C.5, 2.D.2 – 2.D.4, 2.E.2 - 2.E.3, 2.F.5, 2.F.8)
5. Utilize a content area text and graphic organizer to plan text structure instruction (2.A.3, 2.A.5).
6. Demonstrate evidence in the creation of information intensive environment in diverse classrooms using various forms of informational text that includes digital text and technology (Specific Objectives 2.A.1-2.G.6).

7. Write brief papers and reflections on topics such as writing in response to reading, vocabulary development, interactive writing for discussion in class or in a learning community (Specific Objectives 2.A.1-2.G.6).
8. Participants will develop and present lesson plans that demonstrate explicit instruction and incorporate research-based instructional practices in all aspects of reading to address the needs of all learners; write a reflective paper of the differences in student's instructional needs (2.A1- 2.G.6).
9. Written website reviews for application for research-based instructional practices (Specific Objectives 2.A.7, 2.B.3, 2.C.3)

FOLLOW-UP:

1. Participants will provide a product related to the training (e.g. written reflections, action plan, case study) verifying that the professional development impacted their professional behavior and practices.
2. Participants will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Participants will monitor and adjust interventions, as needed, as a result of the implementation feedback and findings.
4. Participants will develop a case study related to the training and provide evidence of implementation.
5. Participants will provide evidence of high quality lesson planning related to criteria within this training.
6. Participants will engage in mentor/coaching activities which may include, but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

EVALUATION:

1. Participants will demonstrate mastery of the component objectives (Specific Objectives 2.A.1-2.G.6).
2. Participants will complete written assignments (e.g. logs, reviews and reflections, journal entries, summaries, etc.) as given by the instructor. (Specific Objectives 2.A.1-2.G.6).
3. Participants will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site (Specific Objectives 2.A.1-2.G.6).
4. Participants will complete the standard online component evaluation located on the Professional Development Menu and Registration System

COMPONENT # 1-013-322

**TITLE: Foundations of Assessment – Competency 3
(60 MPP)**

GENERAL OBJECTIVE(S):

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.

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

- 3.1 Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
- 3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

- 3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

ACTIVITES:

1. Attend lectures and discussions:
 - a. Different types of assessments (Specific Objectives 3.1-3.11).
 - b. Psychometric standards for reliability and validity (Specific Objectives 3.1-3.11).
 - c. The role of assessment in planning and validating instruction (Specific Objectives 3.1-3.11).
 - d. Appropriate use of instructional reading assessments (Specific Objectives 3.1-3.11).
2. Complete chapter assessments (Specific Objectives 3.1, 3.5 -3.8)
3. Participants will view modeling of an administration of a reliable and valid reading diagnostic assessments(in major areas of reading including but not limited to phonological awareness, phonics, spelling, fluency, vocabulary and comprehension); read and discuss the administration procedures and measures; practice administering (Specific Objectives 3.1-3.11).
4. Participants will view modeling of an administration of a reliable and valid reading screening and progress monitoring assessment (in major areas of reading including but not limited to phonological awareness, phonics, spelling, fluency, vocabulary and comprehension); read and discuss the administration procedures and measures; practice administering (Specific Objectives 3.1-3.11).
5. Participants will practice interpretation of a variety of assessment results that include screening, diagnostics and progress monitoring assessments (Specific Objectives 3.1-3.11).
6. Participants will develop an assessment tool kit including formal and informal assessments, and screening, diagnostic, progress monitoring, and outcome instruments, that support diagnosis of difficulties in various areas of literacy (Specific Objectives 3.1-3.11).
7. Develop a case study for one individual student analyzing findings of an approved assessment instrument and model an activity to demonstrate a strategy used to address an area of weakness identified for the individual student and write a reflective paper with interpretive results (Specific Objectives 3.1-3.11).
8. Write reflections on such topics as characteristics of reading assessments, informal reading inventories, assessments and

accommodations for English Language Learners and students with disabilities (Specific Objectives 3.1-3.11).

9. Develop an instructional plan for a classroom based upon data collected including appropriate accommodations for English Language learners and students with disabilities (Specific Objectives 3.9, 3.11).
10. Match appropriate scientific research-based interventions based on student need for differentiated instruction (Specific Objectives 3.1-3.11).
11. Create a monitoring system for evaluating effective instruction/intervention across all tiers of support (Specific Objectives 3.1-3.11).

FOLLOW-UP:

1. Participants will provide a product related to the training (e.g. written reflections, action plan, case study) verifying that the professional development impacted their professional behavior and practices.
2. Participants will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Participants will monitor and adjust interventions, as needed, as a result of the implementation feedback and findings.
4. Participants will develop a case study related to the training and provide evidence of implementation.
5. Participants will provide evidence of high quality lesson planning related to criteria within this training.
6. Participants will engage in mentor/coaching activities which may include, but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

EVALUATION:

1. Participants will demonstrate mastery of the component objectives (Specific Objectives 3.1 – 3.11).
2. Participants will complete written assignments (e.g. logs, reviews and reflections, journal entries, summaries, etc.) as given by the instructor (Specific Objectives 3.1 – 3.11).
3. Participant will provide evidence of improved instructional practice(s) by creating an action plan to be implemented at the school site (Specific Objectives 3.1 – 3.11).
4. Participants will complete the standard online component evaluation located on the Professional Development Menu and Registration System (Specific Objectives 3.1 – 3.11).

COMPONENT # 1-013-323

TITLE: Foundations and Application of Differentiated Instruction – Competency 4 (60 MPP)

GENERAL OBJECTIVE(S):

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.

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

- 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 Scaffold instruction for students having difficulty in each of the components of reading.

- 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 Monitor student progress and use data to differentiate instruction for all students.
- 4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 4.15 Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

ACTIVITIES:

1. Attend lectures and discussions:
 - a. Different student reading profiles across grade levels (Specific Objectives 4.1-4.19).
 - b. Flexible grouping for differentiated instruction (Specific Objectives 4.1-4.19)
 - c. Diverse student populations and instructional accommodations (Specific Objectives 4.1-4.19)
 - d. Write a brief paper to discuss in class or in a learning community on such topics as principles of differentiated instruction (Specific Objectives 4.1-4.19).
2. Summarize, present, and discuss article reviews in a variety of topics as related to differentiated instruction for discussion in class or in a learning community (Specific Objectives 4.1-4.19).
3. Participants will develop lesson plans and write self-reflections that demonstrate differentiated instruction and incorporate all aspects of reading, embeds assessments, scaffolding and re-teaching to address the needs of all learners (Specific Objectives 4.6, 4.9, 4.10 - 4.11, 4.14 4.18).

4. Develop a learning contract to monitor student progress and use data to differentiate instruction for all learners (Specific Objectives 4.12, 4.13).
5. Develop a tiered assignment implementing research based instructional practices (Specific Objectives 4.15, 4.16, 4.17).
6. Match appropriate scientific research-based interventions based on student need for differentiated instruction (Specific Objectives 4.1-4.19).
7. Participants will demonstrate the ability to differentiate instruction and apply research based instructional strategies in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension (Specific Objectives 4.1-4.19)
8. Create a differentiated writing activity implementing research based instructional strategies using writing to assist students' comprehension of text (Specific Objectives 4.17).

FOLLOW-UP:

1. Participants will provide a product related to the training (e.g. written reflections, action plan, case study) verifying that the professional development impacted their professional behavior and practices.
2. Participants will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Participants will monitor and adjust interventions, as needed, as a result of the implementation feedback and findings.
4. Participants will develop a case study related to the training and provide evidence of implementation.
5. Participants will provide evidence of high quality lesson planning related to criteria within this training.
6. Participants will engage in mentor/coaching activities which may include, but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

EVALUATION:

1. Participants will demonstrate mastery of the component objectives. (Specific Objectives 4.11- 4.19)
2. Participants will complete written assignments (e.g. logs, reviews and reflections, journal entries, summaries, etc.) as given by the instructor. (Specific Objectives 4.11- 4.19)

3. Participants will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site. (Specific Objectives 4.11- 4.19)
4. Participants will complete the standard online component evaluation located on the Professional Development Menu and Registration System.

COMPONENT #1-013-324

**TITLE: Demonstration of Accomplishment – Competency 5
(60 MPP)**

GENERAL OBJECTIVE(S):

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.

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.
- 5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.
- 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.
- 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.

- 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.
- 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

ACTIVITIES:

This practicum will be under the guidance of a supervisor with reading expertise and in which participants will engage in clinical experiences and be responsible for each of the following:

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

FOLLOW-UP:

1. Participants will provide a product related to the training (e.g. written reflections, action plan, case study) verifying that the professional development impacted their professional behavior and practices.
2. Participants will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Participants will monitor and adjust interventions, as needed, as a result of the implementation feedback and findings.
4. Participants will develop a case study related to the training and provide evidence of implementation.
5. Participants will provide evidence of high quality planning related to the criteria of his training.
6. Participants will engage in mentor/coaching activities which may include, but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

EVALUATION:

1. Participants will demonstrate mastery of the component objectives. (Specific Objectives 5.1 – 5.15).
2. Participants will complete written assignments (e.g. logs, reviews and reflections, journal entries, summaries, etc.) as given by the instructor. (Specific Objectives 5.1 – 5.15).
3. Participants will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site. (Specific Objectives 5.1 – 5.15).
4. Participants will complete the standard online component evaluation located on the Professional Development Menu and Registration System.

COMPONENT # 7-507-321

TITLE: **EDUCATIONAL LEADERSHIP FOR SCHOOL BOARD MEMBERS (120 MPP)**

GENERAL OBJECTIVE(S):

This component is designed to enable the participant to effectively deliver various forms of job-related interactions with internal and external stakeholders.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her educational practices the principles presented in this workshop.

SPECIFIC OBJECTIVES:

Given involvement in this activity, the participant will:

1. Demonstrate understanding of budget policy as it pertains to all district/state stakeholders.
2. Demonstrate understanding of community policy as it pertains to all district/state stakeholders.
3. Promote community involvement, multicultural awareness, gender sensitivity, generational awareness and racial and ethnic appreciation.
4. Examine public policy as it pertains to all district/state stakeholders.
5. Engage in on-going study of current trends in education, relevant research and demographic data with implications for school improvement.
6. Identify and establish educational governance via board policy.
7. Establish conditions that promote educational excellence among all stakeholders.
8. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
9. Demonstrate the techniques and organizational skills necessary to lead/manage a complex and diverse organization.
10. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.

11. Use appropriate vocabulary to communicate shared beliefs, ideas, and concepts.
12. Model professionalism, collaboration, and continuous learning.
13. Encourage and support risk-taking, and propose, initiate innovative approaches and strategies.
14. Identify and become familiar with various resources and personnel available to assist in effective management.
15. Identify the major programs and initiatives and their purpose that are available to assist in effective management.
16. Develop confidence when performing various duties of a leader.

ACTIVITIES:

1. Attend the presenter's lectures/presentations and participate actively in discussion and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives. (Specific Objectives 1 – 16)
2. Engage in a professional community that promotes continuous learning that impacts educational excellence among all stakeholders. (Specific Objectives 1 – 16)
3. Facilitate small and/or large group discussion as appropriate. (Specific Objectives 1 – 10)
4. Prepare an action plan that addresses skill areas specified below. (Specific Objectives 1 – 16)
 - a. timeframes and activities to accomplish the job targets
 - b. provision for revisions as appropriate
 - c. criteria for assessing satisfactory completion of job target
5. Participate actively in conferences and/or seminars for professional development purposes. (Specific Objectives 1 – 16)

FOLLOW-UP:

1. Participant will provide a product related to the training verifying that the professional development impacted their professional behavior.
2. Participant will engage in learning communities with colleagues to share knowledge acquired.
3. Participant will provide assistance through coaching and mentoring to improve all stakeholders.

4. Participant will provide evidence of collaborative planning related to the professional development.

EVALUATION:

1. Participant will demonstrate mastery of the component objectives (Specific Objectives 1 – 16)
2. Participant will provide evidence of improved educational practices by creating an action plan to be implemented.
3. Participant will complete the standard online component evaluation located on the Professional Development Menu and Registration System.

**FLORIDA DEPARTMENT OF EDUCATION
ADD-ON CERTIFICATION PROGRAM:
REQUEST FOR CONTINUATION**

**ENGLISH FOR SPEAKERS OF OTHER
LANGUAGES (ESOL)
ENDORSEMENT
(Certification Area/Level)**

School District: Miami-Dade County Public Schools Date: _____

Add-on Certification Program Coordinator: Janis Fackler

Address: Professional Development
1500 Biscayne Boulevard, suite 221
Miami, FL 33132

Phone: 305.995.7616

This Request for Continuation of an approved Add-on Certification Program complies with all requirements set forth in the Add-on Certification Program and all other applicable Florida Board of Education Rules, and will be included in the school district Master In-service Plan upon approval.

(Superintendent's or Designee's Signature)

(Date)

Note:

Forward an original and three copies of this application to the Florida Department of Education, Teacher Education Program Approval Section, Turlington Building, Suite 124, 325 West Gaines Street, Tallahassee, FL 32399-0400.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Office of Professional Development Add-
on Certification Program for
English for Speakers of Other Languages (ESOL) Endorsement
Request for Continuation of Program Approval

The Miami-Dade County Public Schools (M-DCPS) Add-on Certification Program for English for Speakers of Other Languages (ESOL) Endorsement was initially submitted in 1990, and Request for Continuation of Program Approval submitted in 2007 was approved through June 30, 2012. A thorough review of the following components of the approved M-DCPS Add-on Certification Program for ESOL Endorsement was conducted and any changes or modification needed for compliance and/or management purposes have been included in this Request for continuation of Program Approval.

Program Content and Curriculum

The content of the program approved in 2007 was based upon the specialization requirements for ESOL Endorsement as stated in 6A-4.0244, FAC, Specialization Requirements for the Endorsement in English to Speakers of Other Languages-Academic Class. The program curriculum includes discrete course work in Methods of Teaching English to speakers of other languages (ESOL), ESOL Curriculum and Materials Development, Applied Linguistics, Assessment Testing and Evaluation of ESOL and Cross Cultural Communications.

While the specialization requirements for certification in ESOL Endorsement stated in 6A-4.0244, FAC have not changed, there have been revisions to the plan. The revisions include the following:

1. A new course was added:
 - Cross Cultural Communications (Component Number 1-702-001)
2. Two courses were deleted:
 - ESOL Issues and Strategies
 - Home Language Strategies
3. The individual in-service component numbering system has been changed. Revisions of the component numbering system are as follows:
 - Applied Linguistics (Component Number 1-702-001)
 - ESOL Curriculum and Materials Development (Component Number 1-703-001)
 - Testing and Evaluation of ESOL (Component Number 1-701-001)
 - Methods of Teaching ESOL (Component Number 1-700-001)

4. The endorsement courses are now offered in the following formats: face-to-face, online (through Beacon Educator, North East Florida Educational Consortium - NEFEC) or a combination of both.
5. The plan incorporates the reverse crosswalk between the state-approved Reading Endorsement and the ESOL Endorsement Plan.

Teachers that currently have reading endorsement and want to add ESOL endorsement to their certificates (ESOL for Reading Teachers (E-R-T)) are required to take the following courses:

- Applied Linguistics
- Methods of Teaching ESOL
- Practicum/Demonstration of Mastery (only offered online through Beacon Educator)

Instructional Design and Delivery

The instructional design and delivery are based upon the in-service training components which are included in the M-DCPS Master Plan for in-service Education, 2009-2014, and which have been revised as indicated above. Each of the in-service training components has been matched with state-adopted competencies for ESOL Endorsement. While there have been several changes that impact the in-service training components, no modifications are needed in the instructional design and delivery of the training components.

The District provides the add-on endorsement in a face-to-face method, an online method, approved courses for credit from colleges/universities, or a combination of all three.

Completion Requirements

The completion requirements are based upon the specialization requirements for ESOL Endorsement. Since there have been no changes in specialization or professional preparation requirements, no modifications are needed in the completion requirements.

Program Evaluation

With one exception, the overall effectiveness of the M-DCPS Add-on Certification Program for ESOL Endorsement has been evaluated using the procedures described in the initial application. Completing the specialization requirements for ESOL Endorsement may take up to six years, therefore ongoing communication must exist between the Add-on Certification Program administrator and the participants. Since there are numerous conversations and meetings during this time in which the participants provide feedback about the courses and the process in general, participants have not been asked to complete an exit survey. All other evaluation strategies, including evaluations of courses/components and participants, were conducted and no additional changes or modifications are needed.

Program Management

No modifications are needed.

Summary Evaluation

Between July 1, 2007 and June 30, 2012, 8,553 Educators completed the ESOL endorsement courses. Over 80% of the participants rated the ESOL endorsement courses satisfactory on the electronic evaluation survey required upon completion of each course.

Professional Development recognizes the value of the Add-on Certification Program and wants to continue to offer M-DCPS Educators the opportunity to earn certification and endorsements in additional coverage areas. Over the past three years the district has increased all endorsement offerings for face to face and online delivery of courses which substantively increase access to endorsement offerings. Professional Development advertises endorsement offerings on the web site, postings of courses on the *PD Menu and Registration System*, distribution of a paper-based PD Catalog, and through periodic communications to PD contacts and faculties at each school.