

K-12 Reading Endorsement Add-on Certification Program Priority Issues

1. How does the reading endorsement interface with the reading certification? Can you take a test to satisfy a reading certification?

The reading endorsement is a “rider” to other certifications. A reading endorsement is made up of 15 university course credit hours (or 30 inservice points) while reading certification consists of 30 university course credit hours or a Master’s Degree in Reading. In essence, the reading endorsement is a mid point in relationship to the reading certification.

Teachers with the 30 hours or Master’s Degree in Reading must take the reading certification test to earn the K-12 reading certification. There is no provision for teachers to obtain a certification in those areas requiring a Master’s Degree such as the reading certification by taking the certification test without completing the required coursework. There is no provision for teachers to take a test for the endorsement.

2. Will the DOE provide a “state” developed plan as a “Model?”

Yes. This model is currently listed on the Webtool as “Model”, and can viewed in the field entitled “District.” Districts are encouraged to use the Model as the foundation to begin customizing their own plan to meet their distinct district needs. The model will be posted on the webpages of both the Just Read, Florida! Office and the Bureau of Educator Recruitment and Professional Development.

3. Will the participants who successfully complete Reading Add-on Programs be allowed to “bank” hours, similarly as provided in 6A-40051(5), Special provisions for teachers of limited English proficient students?

Reading remains the number one priority of the Governor, the Commissioner, and the K-12 Public Schools Chancellor. In order to increase reading achievement of all Florida students, it is imperative that the state’s teachers receive the latest scientifically-based reading research to help them provide effective instruction to their students.

Banking means saving/carrying-over excess points from one validity/renewal period to the subsequent renewal period, and the provision is established in law Section 1012.585(3)(d), F.S. and in Rule 6A-4.0051(5), FAC. The use of a banking provision for the Reading Add-on Program is reasonable and ultimately best serves the needs of both students and teachers. Therefore, the Department will pursue the process of statutory revision and rule amendment to seek permission to bank hours for the reading endorsement.

4. ESOL Training and meeting competencies – Can the competencies overlap from ESOL or other trainings?

Yes. While it is important to keep in mind that second language learners have distinctive instructional needs that require of their teachers specified knowledge, there is some overlap between ESOL competencies and the Reading Endorsement competencies. We are completing a Crosswalk between the two in order to bridge training between specific ESOL

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requirements and those training requirements embedded in the reading competencies that address the needs of individual LEP students. Once coverage has been determined as a result of the crosswalk, we will publish specific results prior to Dec. 31, 2003. From that point, the Department will convene a team to build extension activities for further inservice so that educators may earn points where appropriate as identified by the crosswalk. By the end of the 2003-2004 school year, we anticipate that the extension activities will be ready for dissemination to the districts.

5. Who are required to successfully complete the Reading Add-on Endorsement? Elementary, and/or Secondary instructional personnel? What is to be their status by July 2006?

As stated in the August 4, 2003, memo from Chancellor Warford, any teacher teaching a reading course at the secondary level will be required to have either the K-12 reading endorsement or K-12 reading certification. Additionally, any teacher teaching elementary reading courses must have one of the following qualifications: K-12 reading endorsement, K-12 reading certification, or elementary education certification. Federal law requirements of NCLB for teacher quality must be met by the end of the 2005-2006 school year – specifically, June 30, 2006. This requirement is reflected in Florida’s Course Code Directory for teacher qualifications of reading courses with the date of July 1, 2006.

6. What are the submission and/or deadline dates for this program?

It is recommended that districts submit to the Department their final school board approved plan no later than July 1, 2004, allowing two full years for the districts to help teachers meet the highly qualified teacher requirement of NCLB. Because the approval process involves the convening of experts, including district representation, the review process can take from 4-6 weeks, depending on scheduling considerations.

7. Does successful completion of the K-12 Reading Add-on Certification program indicate that a teacher is qualified to work with students at all grade levels?

Yes. The K-12 reading endorsement certification indicates that the teacher is equipped to work effectively with struggling readers of various age groups.

8. Will districts who submit their programs via the electronic Add-on WebTool be able to submit partial programs and expect a conditional rating from the DOE as indicated on Page 10 of “Planning with the End in Mind,” Just Read, Florida! Technical Assistance Paper?

As a clarification to the “Planning with the End in Mind” document distributed at Technical Assistance sessions in September and October 2003, districts may submit portions of their program for DOE feedback and technical assistance at any time during the process of building a district add-on program. For final approval and official review feedback, a complete School Board Approved Plan must be submitted to the Department of Education, Bureau of Educator Recruitment and Professional Development.

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9. Will districts have access to the plans of other districts once these plans have been approved?

Yes, as long as districts post their plans on the Webtool. We encourage everyone to use the Webtool so that districts have access for viewing as many plans as possible. We would also like to post School Board-approved plans on our webpage pending district approval. We also plan highlighting best practices for specific competencies and posting these showcased practices.

10. For the “practicum” demonstrations, are teachers required to work with elementary and secondary students since this is a K-12 endorsement?

No. However, optimally teachers will have the opportunity to work with students from a variety of age groups since the reading endorsement applies to K-12 students.