



Florida Department of Education

The mission of Florida's Early Learning-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities.



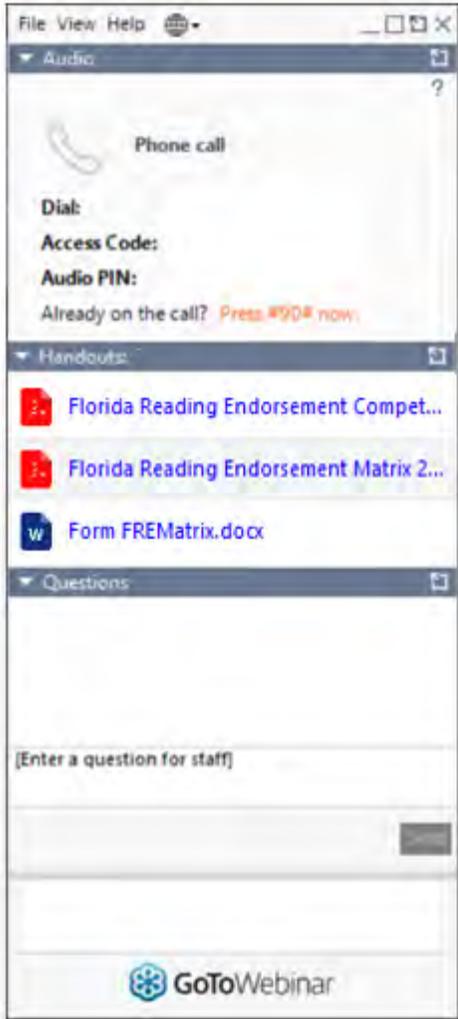
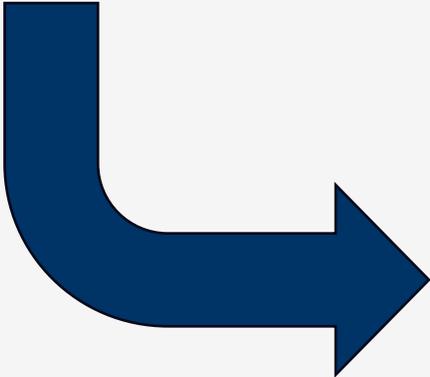
2022 Reading Endorsement Matrix

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Webinar Etiquette

You will be muted upon entering the webinar. Please type your questions or comments about any of the information presented in the questions box in the Webinar control panel.



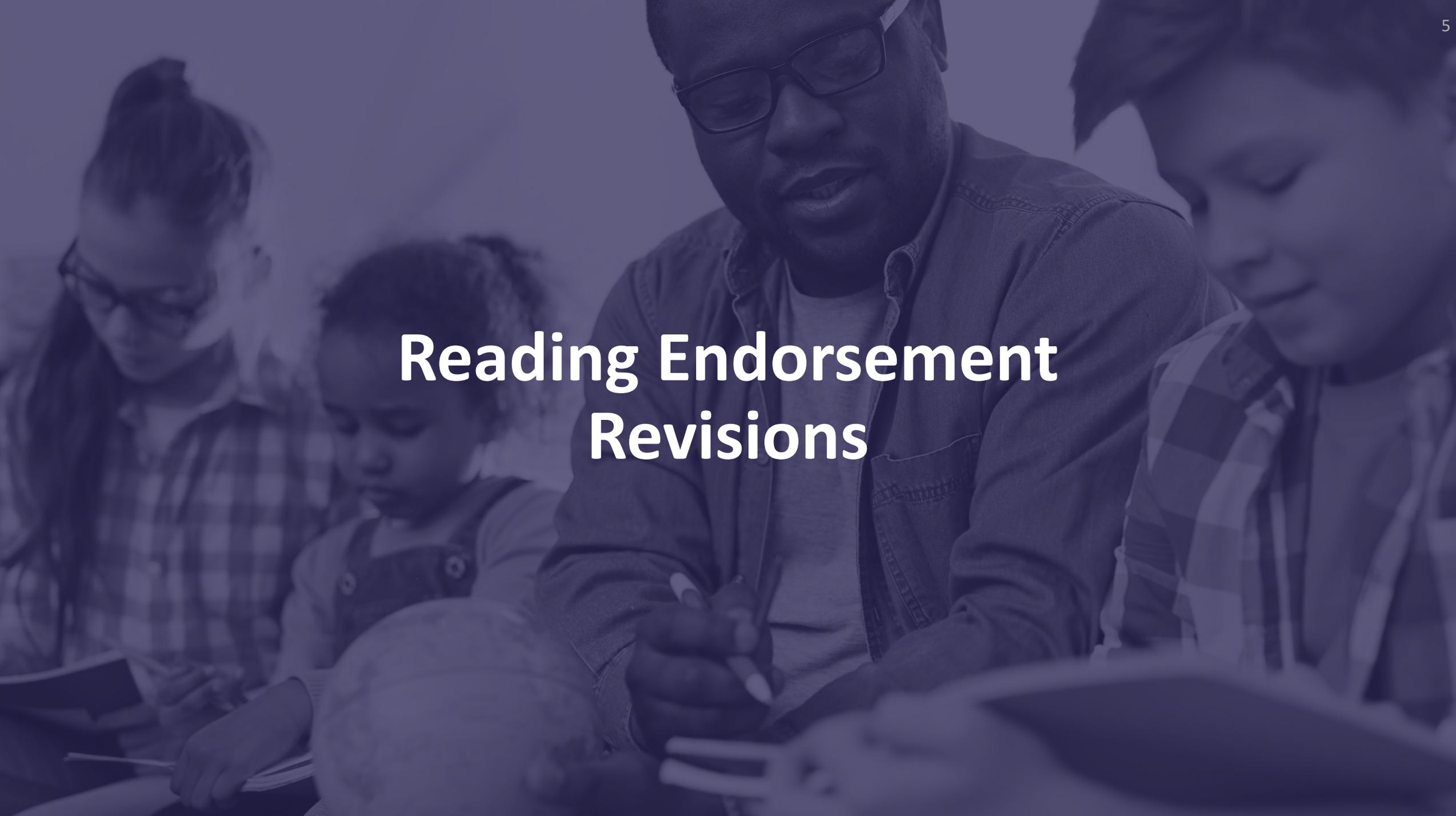
Handouts are available for download in the Handouts section of the menu bar.

2022 Reading Endorsement Matrix

Objectives:

- Understand revisions to the Reading Endorsement Competencies
- Understand revisions to the Reading Endorsement Matrix
- Review instructions for completion



A photograph of a classroom scene, overlaid with a semi-transparent blue filter. In the center, a male teacher with glasses and a beard is focused on writing on a document with a pen. To his left, a young girl with glasses and a plaid shirt is looking down at her work. To his right, another young boy is also looking down. The background shows other students, slightly out of focus, all engaged in their work. The overall atmosphere is one of quiet concentration and learning.

Reading Endorsement Revisions

Reading Endorsement Competencies

In accordance with Rule 6A-4.0163, F.A.C., the competencies have been revised to include:

Evidence-Based
Instructional
Strategies

Evidence-Based
Interventions

Effective Progress
Monitoring

Identification of
Characteristics of
Dyslexia

Evidence-Based
Instruction for
Students with
Characteristics of
Dyslexia



Reading Endorsement Competencies

1 Foundations of Reading Instruction

2 Application of Evidence-Based Instructional Practices

3 Foundations and Applications of Assessments

4 Foundations and Applications of Differentiated Instruction

5 Demonstration of Accomplishment



Reading Endorsement Competencies

The newly revised Reading Endorsement Competencies include:

- Guiding Principles
- Reading Endorsement Competencies
- Glossary

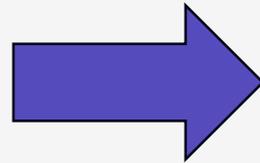


Reading Endorsement Indicators

The order of the Performance Indicators has changed:

2011

A: Comprehension
B: Oral Language
C: Phonological Awareness
D: Phonics
E: Fluency
F: Vocabulary
G: Integration of components



2022

A: Oral Language
B: Phonological Awareness
C: Phonics
D: Fluency
E: Vocabulary
F: Comprehension
G: Integration of components



Reading Endorsement Matrix

The newly revised Reading Endorsement Matrix includes:

- Guiding Principles
- Instructions for Completion
- Sample Responses
- Reading Endorsement Matrix



Reading Endorsement Matrix

School districts and state-approved teacher preparation programs are required to submit their reading endorsement matrices to the department by July 1, 2023, for review and approval based upon the revised competencies.



A blue-tinted photograph of four students walking away from the camera down a long, arched hallway. The students are dressed in casual attire, including backpacks and jeans. The hallway features a series of repeating arches and columns, creating a sense of depth and perspective. The overall mood is quiet and focused.

Reading Endorsement Matrix Instructions

Instructions for Completion

Sample Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.A.2 Understand the differences between social and academic language.	<p>Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx.</p> <p>Curriculum Study Assignment at Indicator Level: Sample: While reading chapter 3, teacher candidates will take notes using a “T Chart” graphic organizer, comparing social and academic language, then participate in a discussion with peers regarding their learning.</p> <p>Formative Assessment at Indicator Level: Sample: Teacher candidates will write a summary paragraph explaining the differences between social and academic language.</p>	Sample: Teacher candidates will participate in a cumulative exam assessing oral language foundations of reading instruction. The exam will require teacher candidates to respond to multiple choice, true or false and open response questions.



Instructions for Completion

Column 1: Course Number & Name of Course

- Provide the course number and the name of the course used to satisfy a corresponding indicator.
- Districts will provide the component number for district-approved in-service offerings.
- More than one course may be used. Indicators in a competency can be satisfied in the same course; however, this is not required.



Instructions for Completion

Column 2: Indicator Code with Specific Indicator Language

- The Reading Endorsement indicator codes and specific indicator language are listed in the second column. These should not be modified.



Instructions for Completion

Column 3: Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment

- Assignments should state specific activities that will be accomplished by the teacher candidate.
- One assignment may cover multiple indicators.
- Application-based indicators should include a description of how the activity will be accomplished.
- The curriculum study assignment(s) should include required course reading(s).
- The curriculum study assignment(s) used to satisfy the indicator must be described.
- Competency 5 requires that teachers/teacher candidates work with students in the field.
- Specify if referring to students in the field or teacher candidates.
- Provide a built-in formative assessment which correlates to each curriculum study assignment.

* Reference the instructions provided within the matrix for complete directions.



Instructions for Completion

Column 4: Summative Assessment(s)

- Provide a description of the summative assessment(s) that will be used to validate that the teacher/teacher candidate has met each competency.
- Each of the Competencies 1-5 should have a unique summative assessment producing five total assessments.



Continued Support

Starting September 20, office hours will be available for Technical Assistance on Tuesdays from 2:00 – 3:00 PM EDT.

Optional Technical Assistance for Florida Reading Endorsement Matrix:

<https://bit.ly/TA4FREM>

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