



K - 12
Subcommittee
Thursday, September 17, 2015
12:30 p.m. – 2:30 p.m.
17 HOB

Meeting Packet

Steve Crisafulli
Speaker

Janet Adkins
Chair



AGENDA

K-12 Subcommittee
Thursday, September 17, 2015
12:30 p.m. – 2:30 a.m.
17 HOB

- I. Call to Order/Roll Call
- II. Welcome/Opening Remarks
- III. Presentations on Reading Instruction:
 - Mary Jane Tappen, Executive Vice Chancellor, Division of Public Schools, Florida Department of Education
 - Dr. Holly Lane, Associate Professor, College of Education, University of Florida
- IV. Closing Remarks and Adjournment



Overview of Reading in Florida

House K-12 Subcommittee

September 17, 2015

Mary Jane Tappen, Vice Chancellor



Overview

- History of Reading Policy in Florida
- District Reading Plans
- Results
- Supports and Interventions for Struggling Readers

History of Reading Policy in Florida

- 1973 legislation for district reading resource specialists
- 1998 dedicated Non-FEFP funding
- 1998 FCAT Reading Grades 4, 8 and 10 implemented
- 2001 FCAT Reading Grades 3-10 implemented
- 2002 USDOE Reading First funding
- 2002 Implementation of third grade retention policy
- 2003 dedicated FEFP funding
- 2008 Rule defining requirements of the District Reading Plan
- 2011 FCAT 2.0 Reading Grades 3-10 implemented
- 2015 FSA English Language Arts Grades 3-10 implemented

Legislatively Established Offices of Support

Legislation Passed in 2006 formally established:

- The Just Read, Florida! Office
- The Florida Center for Reading Research

Just Read, Florida!

- Train highly effective reading coaches
- Train K-12 teachers and school administrators on effective content-area-specific reading strategies
- Provide parents with information and strategies for assisting their children
- Provide technical assistance to school districts regarding implementation of district reading plans and research-based reading instruction
- Work collaboratively with the Florida Center for Reading Research
- Review content standards, teacher certification, and preparation programs

Florida Center for Reading Research

- Provide technical assistance and support to school districts regarding implementation of evidenced-based literacy instruction, assessments, programs, and professional development
- Conduct applied literacy research with an emphasis on struggling readers
- Conduct basic research on reading
- Collaborate with the Just Read! Florida Office in the development of comprehensive reading intervention courses and professional development activities

District Reading Plans

- Section 1011.62, Florida Statutes requires school districts to write a K-12 Comprehensive Research-Based Reading Plan annually
- These are submitted and approved by the Just Read, Florida! Office

State School Board Rule 6A-6.053 requires the reading plan to ensure the provision of:

- Highly effective reading coaches
- Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text

State School Board Rule 6A-6.053 requires the reading plan to ensure the provision of:

- Summer reading camps for identified students
- Supplemental instructional materials that are grounded in scientifically based reading research and
- Intensive interventions for middle and high school students reading below grade level

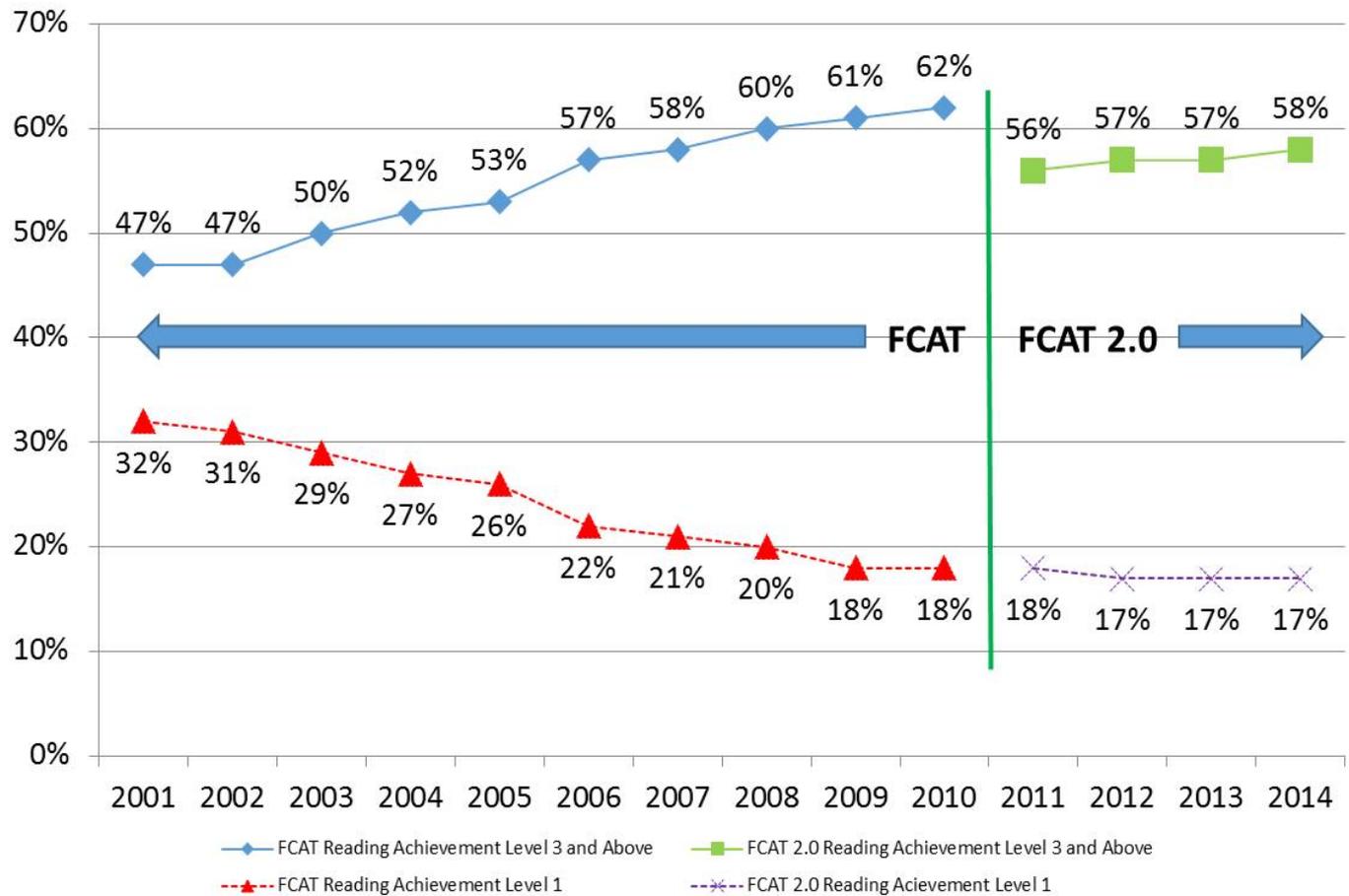
Reading Assessment Requirements

- Kindergarten Readiness Screener
- Grades 3-10 Statewide Assessments in English Language Arts
- Screening and Diagnostics for Students not Meeting State and District Performance Levels

Results

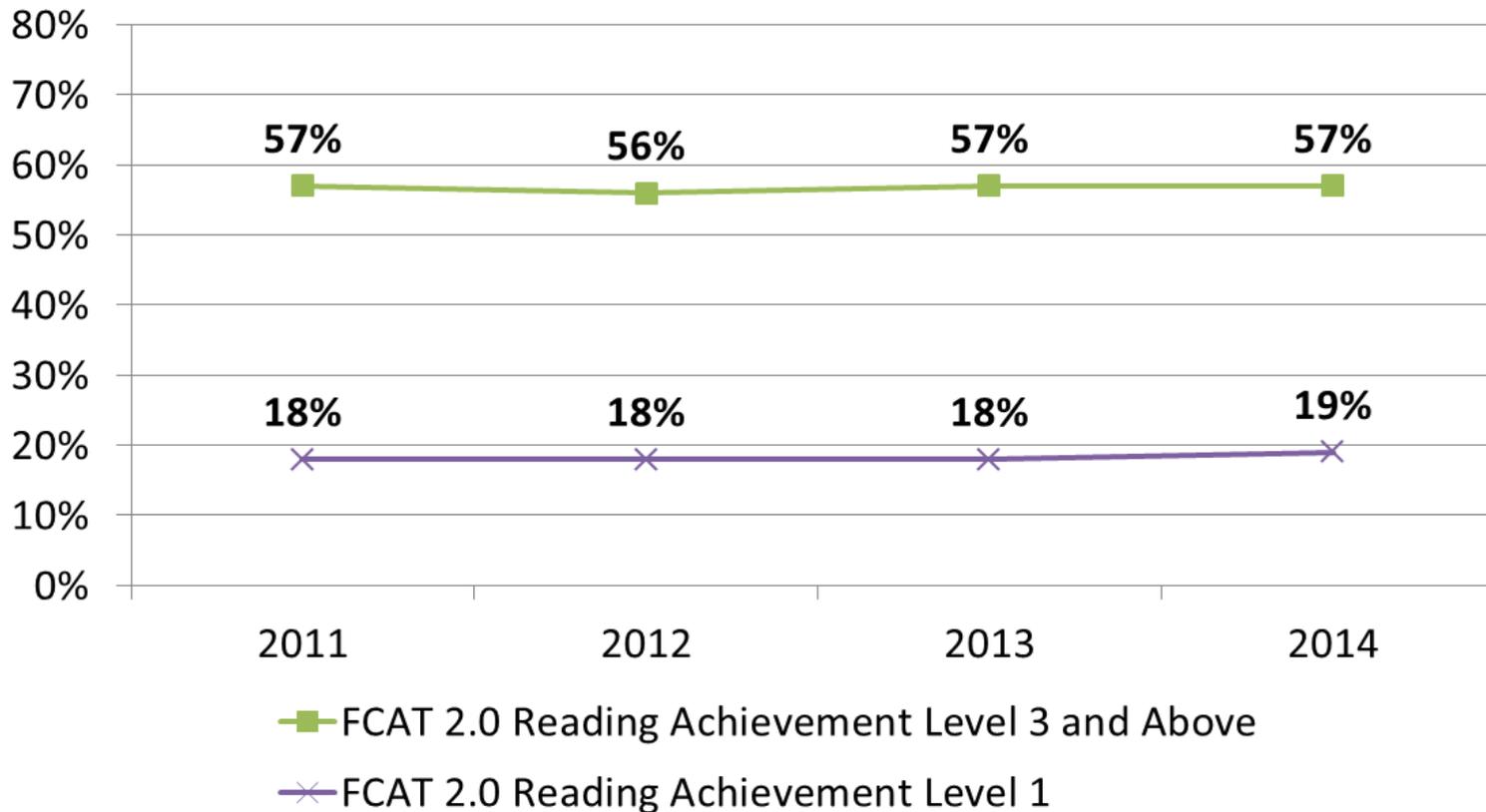
- Over a decade of increased performance
 - An increase in students passing
 - A decrease in achievement level 1 students
- With implementation of more rigorous standards and a higher performance bar reading has remained steady with some grades experiencing a slight increase

Student Performance on Statewide Assessments in Reading, Grades 3-10, 2001 to 2014



Student Performance on Statewide Assessments in Reading, Grade 3, 2011 to 2014

Grade 3 Reading Results



Who are the Students who Typically Require Interventions?

- Students identified by screening assessments to be at risk for reading difficulties
- Students who are not progressing adequately toward meeting the standards as identified by classroom assessments and data collected by the teacher

Research-based Characteristics of Effective Interventions for Grades K -3

No single intervention program was identified as significantly more effective, but all of the effective interventions included training in:

- Phonological awareness
- Decoding and word study
- Guided and independent reading of progressively more difficult texts
- Writing exercises, and
- Engaging students in practicing comprehension strategies while reading text

Research-based Characteristics of Effective Interventions

- Effective Interventions always increase the **intensity** of instruction and **accelerate** learning
- These interventions always provide many more opportunities for preview, review, corrective feedback and practice
- These interventions are focused carefully on the most essential learning needs of the students

Components of Effective & Powerful Instruction:

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (*the What*) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (*the How*) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the frequency and focus of instruction, the appropriate format and the appropriate size groups (*the Why*)
- Provide **professional development** in the use of data and in the other components of effective instruction

Continuing Florida's Trend of Improved Student Achievement

- Provide professional development for reading coaches
- Increase emphasis on core instruction and interventions in grades K-3
- Continue to provide strong interventions for secondary students



Questions



UFLI

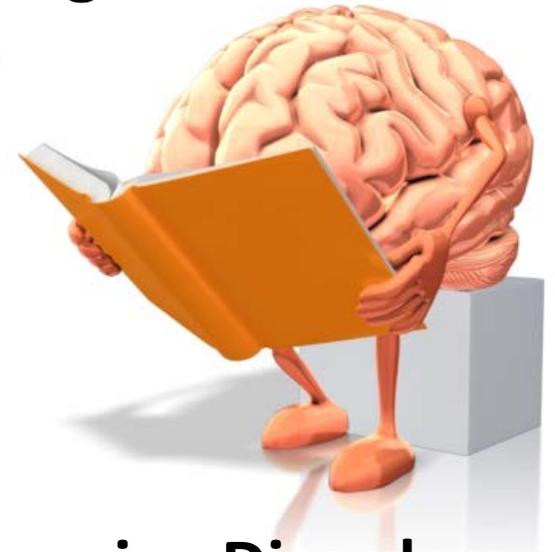
University of Florida
Literacy Initiative

Teacher Preparation & Struggling Readers

Holly B. Lane, Ph.D.

What knowledge and skills are needed to provide effective reading intervention?

- **Knowledge of the Structure of Language**
 - Phonology (the speech sound system)
 - Orthography (the spelling system)
 - Morphology
 - Semantics
 - Syntax
 - Discourse Organization
- **Knowledge of Dyslexia and Other Learning Disorders**
 - How the brain processes language—spoken and written
 - Typical and atypical language and literacy development
 - The characteristics and needs of students with dyslexia



What knowledge and skills are needed to provide effective reading intervention?

- **Administration and Interpretation of Assessments**
 - Understanding of the purposes of assessment
 - Administration of formal assessment instruments
 - Use of informal methods of assessment
 - Using assessment data to plan intervention
- **Structured Language Teaching Methods**
 - Phonology
 - Phonics and Word Recognition
 - Fluent, Automatic Reading of Text
 - Vocabulary
 - Text Comprehension
 - Handwriting, Spelling, and Written Expression



What knowledge and skills are needed to provide effective reading intervention?

- **The ability to apply this knowledge in whole-class, small-group, and one-on-one settings with a wide range of learners**
 - Diagnosis of needs
 - Effective intervention planning
 - Effective implementation
 - Explicit and systematic
 - Matched to student needs
 - Appropriate pacing
 - On-the-spot decision-making
 - Multisensory approach



What is Multisensory Intervention?

- Multisensory intervention employs multiple modes of learning input simultaneously: visual, auditory, kinesthetic, tactile.
 - “macro” level
 - “micro” level



Credentials for Reading Teachers

Certification Areas

- Elementary Education (grades K-6)
- Prekindergarten/Primary Education (age 3 - grade 3)
- Preschool Education (birth through age 4)
- Exceptional Student Education (grades K-12)
- Speech-Language Impaired (grades K-12)*
- Reading (grades K-12)*

Endorsement Areas

- Reading
- English for Speakers of Other Languages (ESOL)

* Master's Degree required

Unified Elementary Proteach Dual Certification Program

A five-year initial teacher preparation program that leads to...

- Dual certification in elementary and special education
- FL endorsement in Reading and ESOL
- Bachelor's degree in Elementary Education
- Master's degree in Special Education

Language and Literacy Focus

When?	Course	Field Experience
Semester 1	<ul style="list-style-type: none">• Children's Literature	<ul style="list-style-type: none">• Read aloud sessions in childcare settings and afterschool tutoring
Semester 2	<ul style="list-style-type: none">• Language Arts for Diverse Learners• Teaching Reading in the Primary Grades	<ul style="list-style-type: none">• UFLI Tutoring and classroom-based practicum
Semester 3	<ul style="list-style-type: none">• ESOL Foundations: Language and Culture in Classrooms• Teaching Reading in the Intermediate Grades	<ul style="list-style-type: none">• Classroom-based Practicum (3 hours per day, 2 days per week)
Semester 4	<ul style="list-style-type: none">• ESOL Curriculum, Methods and Assessment	<ul style="list-style-type: none">• Integrated Teaching (in classrooms 4 hours per day, 5 days per week)
Master's Year	<ul style="list-style-type: none">• Intervention for Language and Learning Disabilities• Reading Assessment and Intervention for Students with Disabilities• Learning Strategies	<ul style="list-style-type: none">• Practicum in Reading Intervention (summer program, 4 hours per day, 4 weeks)• Full-year Internship (full-time teaching schedule, two semesters)

Key Element: UFLI Tutoring

University of Florida Literacy Initiative: Tutoring for Beginning Readers

- A teacher education tool designed to help developing teachers learn (a) how the reading process works and (b) how to help struggling beginning readers.
- A proven one-on-one reading intervention.
- A one-semester field experience in reading for UF's ProTeach students.*

*Students also spend 7.5 hours per week in a classroom.

Key Element: Literacy Intervention Block

Master's Year



The master's year of the Dual Certification program has been revised as part of a 325T grant from the US Department of Education, Office of Special Education Programs.

The program now includes an intensive summer experience focused on intervention for struggling readers, including those with dyslexia.

Key Element: Literacy Intervention Block

Master's Year

- **Course:** Intervention for Language and Learning Disabilities
- **Course:** Reading Assessment and Intervention for Students with Disabilities
- **Course:** Learning Strategies
- **Field Experience:** Practicum in Reading Intervention
- **Field Experience:** Full-year Internship

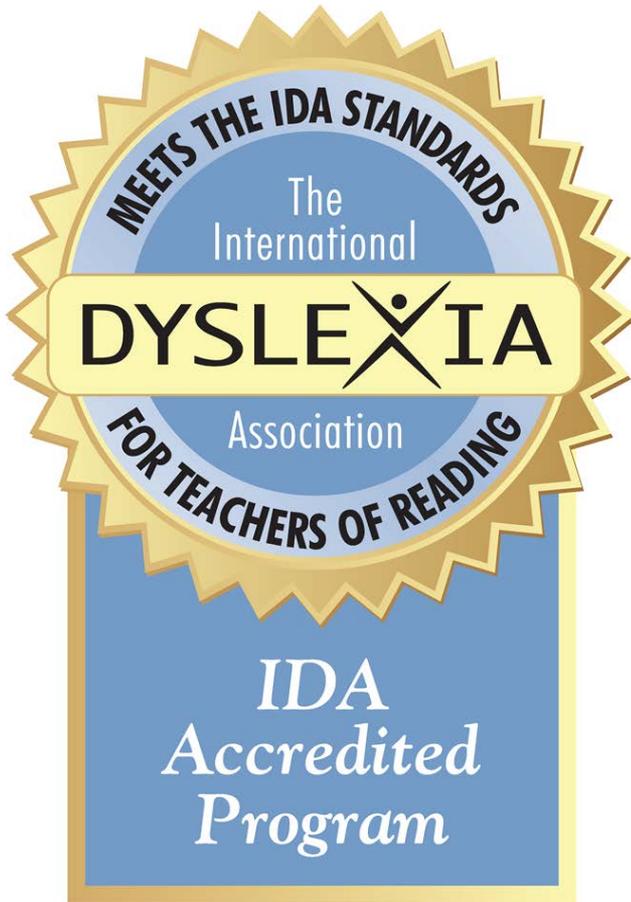
Key Element: Literacy Intervention Block

Field Experience: Practicum in Reading Intervention

In this four-week intensive practicum, interns conduct reading intervention for four hours per day:

- **Whole-class reading instruction**
- **Small-group intervention**
- **One-on-one Orton-Gillingham tutoring**
- **One-on-one individualized tutoring**

IDA Accreditation



Our program is one of only 16 in the nation accredited by the **International Dyslexia Association.**

Accreditation was awarded following a rigorous review of all aspects of the program to ensure that we were meeting IDA Standards for Teachers of Reading.

Expanding to Practicing Teachers

Graduate Certificate Program

- An online five-course sequence that will lead to a UF Graduate Certificate in Dyslexia.
 - Will include all the key areas of knowledge and skills addressed in IDA standards.
 - Will target practicing elementary and special education teachers, but will be appropriate for reading coaches, SLPs, and others.
 - Anticipated start Fall 2016.
 - We will seek IDA accreditation.

For more information...

- <http://education.ufl.edu/sespecs>
- <http://education.ufl.edu/ufli>
- ufli@coe.ufl.edu

