

## Florida Reading Endorsement Alignment Matrix Instructions for Completion

The Florida Reading Endorsement Alignment Matrix provides a means for school districts, institutions of higher education, and other entities that provide reading endorsement courses to document the alignment of their courses to the new competencies and indicators adopted by the State Board of Education in September 2011. Below are step by step directions for completing the matrix:

1. Provide the number of the course (districts provide the component number for district provided inservice offerings) used to satisfy an indicator in the first column. More than one course may be used. It is not required that all indicators in a competency be satisfied in the same course; however, oftentimes this is the case.
2. Provide the name of the course used to satisfy an indicator in the second column. The name of the course should be the same course reflected by the course number in the first column. If more than one course is used to satisfy an indicator, please list the names of all courses.
3. The Reading Endorsement indicator codes are listed in the third column. These should not be modified.
4. The Reading Endorsement specific indicator text is provided in the fourth column. This information should not be modified. If the indicator is new to the 2011 Reading Endorsement, it is highlighted in yellow. If the indicator is not highlighted, the reference to the previous location of the indicator is reflected in parenthesis. For instance, the current indicator 1.A.1 is new, while the content of 1.A.2 was previously reflected in 1.E.1 and 1.E.2. If an indicator correlates exactly (or nearly so) to an indicator in the Florida Teacher Standards for ESOL Endorsement 2010, the ESOL indicator is designated with an asterisk. Please note that while only a few indicators correspond exactly to ESOL indicators, there is a good deal of overlap in content of the two endorsements.
5. The curriculum study assignment(s) used to satisfy the indicator must be described in the fifth column of the matrix. The assignment(s) should be included in the course reflected in the first two columns. **The description should be thorough and complete.** It should include the name of any reading resources used, whether print or internet-based, the author, and a chapter name, if applicable, and activities the teacher candidates (or inservice teachers) are completing to meet the indicator.

**The assignment should align with the indicator.** It should be clear to those reviewing the matrix that the assignment completed by teacher candidates (or inservice teachers) will lead to accomplishment of knowledge and/or skills needed to master the indicator. It is possible that one study assignment may meet more than one indicator; however, it is unlikely that one study assignment would meet a multitude of indicators. It is permissible to copy and paste the study assignment for one indicator next to another, but caution is advised. The study assignments must lead to a clear understanding of the indicator by teacher candidates (or inservice teachers).

If the indicator reflects that there should be application by the teacher candidate (or inservice teacher), the description should include how this will be accomplished. For example, teacher candidates (or inservice teachers) may be working with students in the field or they may be role playing with other teacher candidates (or inservice teachers) in the course. **Competency 5, the practicum, requires that students work with students in the field. Competency 5 is a culminating experience and may be infused into an internship. Competency 5 may not be infused into courses where teacher candidates are working to meet other Reading competencies and indicators.**

In addition, each assignment should include a formative assessment that will be used to validate that the teacher candidate/inservice teacher has met the indicator. The assessment does not need to be lengthy or formal, but should provide evidence that the indicator has been met. Examples of formative assessments might include written tests, quizzes, written summaries, lesson plans, notes from small group discussion, etc.

6. Please list and provide a description of the summative assessment(s) that will be used to validate that the teacher candidate/inservice teacher has met each competency.