

Reading 1: Foundations of Instruction

Chart A: Please indicate if this professional development applies to the Reading Endorsement

<input checked="" type="checkbox"/>	Applies to Reading Endorsement
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Indicate Grade Level. Check as many as applicable:

<input checked="" type="checkbox"/>	Elementary School
<input checked="" type="checkbox"/>	Middle School
<input checked="" type="checkbox"/>	High School

Name of Professional Development

Reading 1: Foundations of Instruction

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement

Educators seeking certificate renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours completed over 10 weeks

Professional Development in Assessment and Five Components of Reading

<input checked="" type="checkbox"/>	Oral Language
<input checked="" type="checkbox"/>	Phonemic Awareness
<input checked="" type="checkbox"/>	Phonics/Word Analysis
<input checked="" type="checkbox"/>	Fluency
<input checked="" type="checkbox"/>	Vocabulary
<input checked="" type="checkbox"/>	Comprehension
<input checked="" type="checkbox"/>	Assessment
	Other:

Evidence of Scientific Basis

<input checked="" type="checkbox"/>	Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)
	DOE Developed
<input checked="" type="checkbox"/>	Favorable Review by FCRR
<input checked="" type="checkbox"/>	Name of Researcher or Name of Scientific Study -

	Adams, M. J.; Antunez, B., Beck, I., Cunningham, P., Keene, E. and Zimmermann, S., Rasinski, T., Torgesen, J.T.; Marzano, R.; Moats, L., Pressley, M., and others (See course references for a complete list.)
x	Report of the National Reading Panel
	Preventing Reading Difficulties in Young Children
	University of Oregon (DIBELS)
x	USDOE Developed – Put Reading First
x	Other- Common Core Standards Initiative
	Other

Follow-up Provided by:

	Reading Coach
	Mentor Teacher
	Principal
	Assistant Principal
	District Staff
	Publisher
	Contracted Follow-up
	FLaRE Coordinator
	Reading First PD Coordinator
x	Other- Participant Products (written reflections)
x	Other- Electronic-Interactive (email with facilitator)

Reading 2: Research-based Practices

Chart A: Please indicate if this professional development applies to the Reading Endorsement

x	Applies to Reading Endorsement
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Indicate Grade Level. Check as many as applicable:

x	Elementary School
x	Middle School
x	High School

Name of Professional Development

Reading 2: Evidence-based Practices

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement

Educators seeking certificate renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours completed over 10 weeks

Professional Development in Assessment and Five Components of Reading

x	Oral Language
x	Phonemic Awareness
x	Phonics/Word Analysis
x	Fluency
x	Vocabulary
x	Comprehension
x	Assessment
	Other:

Evidence of Scientific Basis

x	Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
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	DOE Developed
	Favorable Review by FCRR
x	Name of Researcher or Name of Scientific Study - Allen, J.; Antunez, B., Beck, I., Beers, K., Cunningham, P., Kame'enui, E., Lenski, S. D., Wham, M., & Johns, J. L., Marzano, R.; Moats, L., Pressley, M., Shanahan, T. Tomlinson, C. A., Vacca, R. D., & Vacca, J. L. and others (See course references for a complete list.)
x	Report of the National Reading Panel
	Preventing Reading Difficulties in Young Children
	University of Oregon (DIBELS)
x	USDOE Developed – Put Reading First
x	Other- Common Core Standards Initiative
	Other

Follow-up Provided by:

	Reading Coach
	Mentor Teacher
	Principal
	Assistant Principal
	District Staff
	Publisher
	Contracted Follow-up
	FLaRE Coordinator
	Reading First PD Coordinator
x	Other- Participant Products (written reflections)
x	Other- Electronic-Interactive (email with facilitator)

Reading 3: Assessment

Chart A: Please indicate if this professional development applies to the Reading Endorsement

<input checked="" type="checkbox"/>	Applies to Reading Endorsement
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Indicate Grade Level. Check as many as applicable:

<input checked="" type="checkbox"/>	Elementary School
<input checked="" type="checkbox"/>	Middle School
<input checked="" type="checkbox"/>	High School

Name of Professional Development

Reading 3: Assessment

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement

Educators seeking certificate renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours completed over 10 weeks

Professional Development in Assessment and Five Components of Reading

<input checked="" type="checkbox"/>	Oral Language
<input checked="" type="checkbox"/>	Phonemic Awareness
<input checked="" type="checkbox"/>	Phonics/Word Analysis
<input checked="" type="checkbox"/>	Fluency
<input checked="" type="checkbox"/>	Vocabulary
<input checked="" type="checkbox"/>	Comprehension
<input checked="" type="checkbox"/>	Assessment
	Other:

Evidence of Scientific Basis

<input checked="" type="checkbox"/>	Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)
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	DOE Developed
x	Favorable Review by FCRR
x	Name of Researcher or Name of Scientific Study - Batsche, G. M.; Fuchs, D., & Fuchs, L. S.; Lenski, S. D.; Ehlers-Zavala, F., Danile, M. C., & Sun-Irminger, X; Marzano, R. J.; Tomlinson, C. A.; Torgesen, J. K. (See course references for a complete list.)
x	Report of the National Reading Panel
	Preventing Reading Difficulties in Young Children
	University of Oregon (DIBELS)
	USDOE Developed – Put Reading First
x	Other- Common Core Standards Initiative
	Other

Follow-up Provided by:

	Reading Coach
	Mentor Teacher
	Principal
	Assistant Principal
	District Staff
	Publisher
	Contracted Follow-up
	FLaRE Coordinator
	Reading First PD Coordinator
x	Other- Participant Products (written reflections)
x	Other- Electronic-Interactive (email with facilitator)

Reading 4: Differentiated Instruction

Chart A: Please indicate if this professional development applies to the Reading Endorsement

x	Applies to Reading Endorsement
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Indicate Grade Level. Check as many as applicable:

x	Elementary School
x	Middle School
x	High School

Name of Professional Development

Reading 4: Differentiated Instruction

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement

Educators seeking certificate renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours completed over 10 weeks

Professional Development in Assessment and Five Components of Reading

x	Oral Language
x	Phonemic Awareness
x	Phonics/Word Analysis
x	Fluency
x	Vocabulary
x	Comprehension
x	Assessment
	Other:

Evidence of Scientific Basis

x	Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)
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	DOE Developed
	Favorable Review by FCRR
x	Name of Researcher or Name of Scientific Study - Antunez, B.; Beck, I.; Beers, K.; Cunningham, P.; Marzano, R.; Moats, L.; Tomlinson, C.; Torgesen, J.K.; Vacca, R., & Vacca, J.; Walpole, S. & McKenna, M . (See course references for a complete list.)
x	Report of the National Reading Panel
	Preventing Reading Difficulties in Young Children
	University of Oregon (DIBELS)
	USDOE Developed – Put Reading First
x	Other- Common Core Standards Initiative
	Other

Follow-up Provided by:

	Reading Coach
	Mentor Teacher
	Principal
	Assistant Principal
	District Staff
	Publisher
	Contracted Follow-up
	FLaRE Coordinator
	Reading First PD Coordinator
x	Other- Participant Products (written reflections)
x	Other- Electronic-Interactive (email with facilitator)

Reading 5: Demonstration of Accomplishment

Chart A: Please indicate if this professional development applies to the Reading Endorsement

<input checked="" type="checkbox"/>	Applies to Reading Endorsement
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Indicate Grade Level. Check as many as applicable:

<input checked="" type="checkbox"/>	Elementary School
<input checked="" type="checkbox"/>	Middle School
<input checked="" type="checkbox"/>	High School

Name of Professional Development

Reading 5: Demonstration of Accomplishment
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Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement

Educators seeking certificate renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours

Professional Development in Assessment and Five Components of Reading

<input checked="" type="checkbox"/>	Oral Language
<input checked="" type="checkbox"/>	Phonemic Awareness
<input checked="" type="checkbox"/>	Phonics/Word Analysis
<input checked="" type="checkbox"/>	Fluency
<input checked="" type="checkbox"/>	Vocabulary
<input checked="" type="checkbox"/>	Comprehension
<input checked="" type="checkbox"/>	Assessment
	Other:

Evidence of Scientific Basis

<input checked="" type="checkbox"/>	Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)
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	DOE Developed
	Favorable Review by FCRR
x	Name of Researcher or Name of Scientific Study - Beers, K.; Huitt, W.; Marzano, R.; Moats, L.; Tomlinson, C.; Torgesen, J.K.; Vacca, R., & Vacca, J.; Walpole, S. & McKenna, M. (See course references for a complete list.)
x	Report of the National Reading Panel
	Preventing Reading Difficulties in Young Children
	University of Oregon (DIBELS)
	USDOE Developed – Put Reading First
x	Other- Common Core Standards Initiative
	Other

Follow-up Provided by:

	Reading Coach
	Mentor Teacher
	Principal
	Assistant Principal
	District Staff
	Publisher
	Contracted Follow-up
	FLaRE Coordinator
	Reading First PD Coordinator
x	Other- Participant Products (written reflections)
x	Other- Electronic-Interactive (email with facilitator)