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.

Reading Endorsement Matrix Submission

Natalie Montgomery
Reading Specialist
Just Read, Florida!

Melinda Webster
Deputy Director
Just Read, Florida!

Reading Endorsement Matrix Submission

The objectives of this information include:

- Understanding the timeline and process for submitting a Reading Endorsement Matrix

- Understanding the review and approval process

Submission Timeline

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.

Accessing the Competencies and Matrix

The newly revised 2022 Reading Endorsement Competencies, Matrix and State Board Rule are posted on the Just Read, Florida! (JRF!) website.

Just Read, Florida!		
Reading Endorsement Competencies (PDF)	Reading Endorsement Matrix (Word)	Reading Endorsement Rule 6A-4.0163

District Submissions

Email the completed matrix to the Bureau of Educator Recruitment, Development and Retention (BERDR) at ProfessionalDevelopment@fldoe.org for routing. Utilize the sample email template to ensure all pertinent information is included.

Hello,
Attached you will find the Reading Endorsement Matrix submission for (District Name). Please see the requested information below:

District Name:
District Contact Name:
District Contact Email:
District Contact Phone:
List of all matrices utilized by the district: (If the Department's state-approved pathways are utilized in your district, include those here – FCRR Reading Foundations & Evidence-Based Instructional Practices Pathway and/or UF Flamingo Literacy Matrix Pathway. FCRR and UF will submit the matrices for review and approval.)
Does your PDCP program share the same matrices as your district plan? (Yes, No, Not Applicable)
        If not, please list all matrices used by the district's PDCP program:

Institutes of Higher Education Submissions

Email the matrix to the Bureau of Educator Recruitment, Development and Retention (BERDR) at EdPrepFolio@fldoe.org for routing. Utilize the sample email template to ensure all pertinent information is included.

Hello,
Attached you will find the Reading Endorsement Matrix submission for (Institution Name). Please see the requested information below:

Institute Name:
Institute Contact Name:
Institute Contact Email:
Institute Contact Phone:
List of all programs applicable to the same matrix (as applicable): (Number the matrices if you are submitting more than one.)

Charter School PDCP Submissions

Email the matrix to the Bureau of Educator Recruitment, Development and Retention (BERDR) at EdPrepFolio@fldoe.org for routing. Utilize the sample email template to ensure all pertinent information is included.

Hello,
(Charter name) is ready to submit its updated reading matrices to the Just Read, Florida! Office for our PDCP. Please see all requested information below:
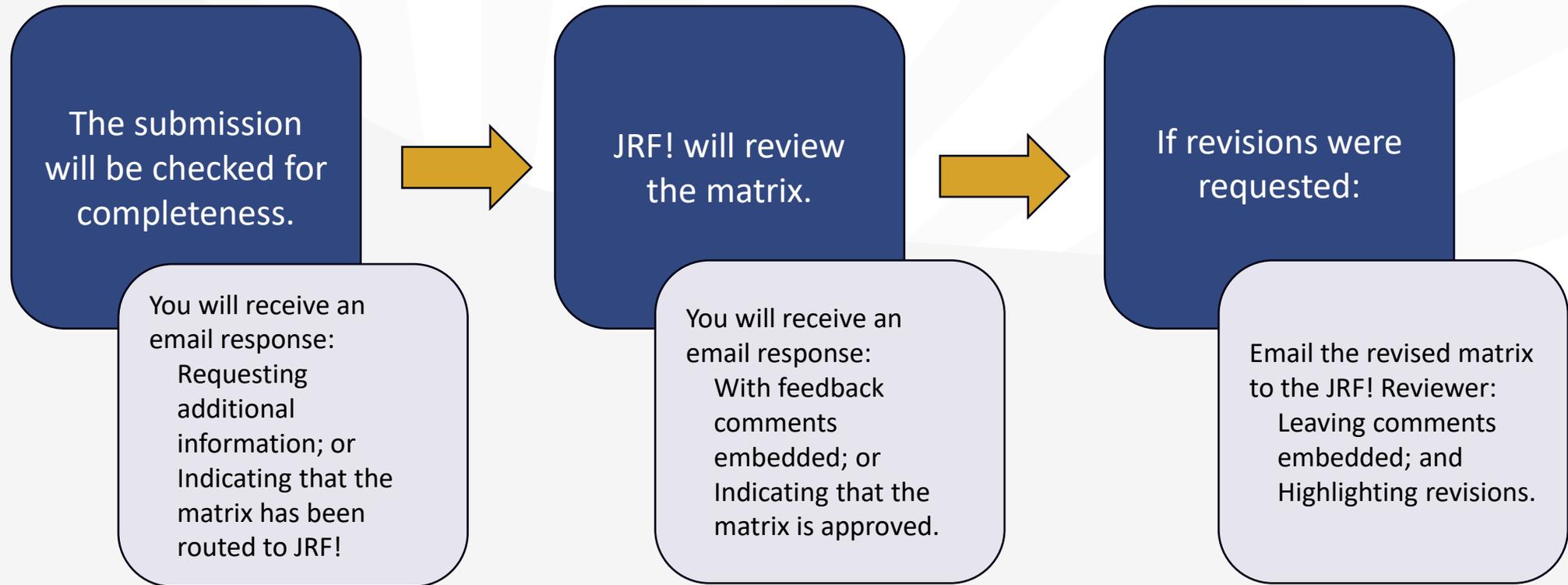
Charter Name:
Charter Contact Name:
Charter Contact Email:
Charter Contact Phone:
List of all programs applicable to your Charter's PDCP:

Intake Process

The submission will be checked for completeness.

You will receive an email response:
    Requesting additional information; or Indicating that the matrix has been routed to JRF!

JRF! will review the matrix.

You will receive an email response:
    With feedback comments embedded; or Indicating that the matrix is approved.

If revisions were requested:

Email the revised matrix to the JRF! Reviewer:
    Leaving comments embedded; and Highlighting revisions.

Prior to Submission

General Items to Check

- ✓ Course number and title are included in the first column.

- ✓ Information for all identified competencies is included.

- ✓ Competency 5 is a separate course.

- ✓ Competency 5 is completed in the field.

- ✓ All of the links are active.

- ✓ There is a clear delineation between K-12 students and teachers/teacher candidates.

Prior to Submission
Curriculum Study Assignment Questions to Ask

Question	Indicator	✅ Example	❌ Non-example
Do the curriculum study assignments include specific activities rather than restating the indicator language?	**2.G.11 Triangulate** documented data from appropriate **informal** and **formal reading assessments** to inform instruction to address individual student strengths and needs.	2.G.11 Teachers/teacher candidates will triangulate data from informal classroom observations, curriculum-based unit tests and progress monitoring data to plan small group targeted reading interventions.	2.G.11 Teachers/teacher candidates will triangulate data from informal and formal reading assessments to plan instruction.
If the indicator requires application (through the use of verbs such as apply, model, provide, etc.), does the curriculum study assignment description include how this will be accomplished?	**2.E.1** Apply **evidence-based** instruction in **receptive** and **expressive vocabulary** to enhance reading **comprehension**.	2.E.1 Teachers/teacher candidates will teach a lesson in a small group setting that includes both receptive and expressive vocabulary activities. *It is recommended that application-based activities are implemented in the field, however, if K-12 students are not available, the indicator can be applied to a case study, lesson plan, peer modeling activity, etc. For example: Teacher candidates will teach a mock lesson that includes receptive and expressive vocabulary activities to peers.*	2.E.1 Teachers/teacher candidates will submit an exit ticket summarizing the differences in receptive and expressive vocabulary.

Prior to Submission

Curriculum Study Assignment Questions to Ask

Question	Indicator	✅ Example	❌ Non-example
Do the curriculum study assignments clearly correlate to the indicator language?	**3.7** Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of **dyslexia**.	**3.7** Teachers/teacher candidates will analyze screening and progress monitoring data to identify students performing below grade level and students who exhibit characteristics of dyslexia.	**3.7** Teachers/teacher candidates will plan and implement small group instruction for K-12 students struggling in reading.
Does each curriculum study assignment include a <u>formative assessment</u> that clearly demonstrates the learning that has been accomplished?	**1.A.3** Understand that writing enhances the development of **oral language**.	**1.A.3** Teachers/teacher candidates' discussion of the chapter readings will be assessed through informal observation.	**1.A.3** Class discussion of assigned reading material

Prior to Submission
Summative Assessment Questions to Ask

- Do the summative assessments for competencies 1 and 2 address all of the Performance Indicators (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension)?

- Are the summative assessments general, overarching assessments that are used to validate that the teacher/teacher candidate has met each competency?

- Is there a unique summative assessment for each of the competencies, producing five total assessments?

Continued Support

Starting September 20, office hours are 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

Natalie Montgomery Reading Specialist, Just Read, Florida! Natalie.Montgomery@fldoe.org (850) 245-9534	Melinda Webster Deputy Director, Just Read, Florida! Melinda.Webster1@fldoe.org (850) 245-9539