

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency One

Information about the delivery model:

Who will provide the professional development?

District Curriculum Specialists

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers.

How will the professional development be delivered?

face-to-face sessions as outlined in the Clay District Reading Endorsement Plan

What is the length of the professional development?

60 hours - combined seat time and out-of-class assignments.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District Course facilitators will assess course participant progress and final exam.

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency One (online)

Information about the delivery model:

Who will provide the professional development?

Option 1: NEFEC. Option 2: Clay District facilitators utilizing Schultz Center curriculum.

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers

How will the professional development be delivered?

Online, interactive

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

None/Not Applicable

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District course facilitators will monitor assignments and follow-up

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLaRE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

For NEFEC option, NEFEC facilitators will monitor and assess participant progress and completion.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

FOR-PD (Florida Online Reading Professional Development)

Information about the delivery model:

Who will provide the professional development?

FOR-PD assigned facilitators

Who is the targeted audience for the professional development?

K-12 teachers, all district administrators, teachers on alternative certification track.

How will the professional development be delivered?

What is the length of the professional development?

14 weeks

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)

Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

FOR-PD Facilitators will monitor and assess participant progress and completion.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency Three

Information about the delivery model:

Who will provide the professional development?

District Curriculum Specialists

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers

How will the professional development be delivered?

face-to-face sessions as outlined in the Clay District Reading Endorsement Plan.

What is the length of the professional development?

60-hours, combined seat time and out-of-class assignments.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)

Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District course facilitators will assess participant progress and project (data mining project).

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency 3 (online)

Information about the delivery model:

Who will provide the professional development?

Option one: NEFEC, Option two: Clay District facilitators
utilitizing Schultz Center Curriculum.

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers

How will the professional development be delivered?

Online, interactive

What is the length of the professional development?

60 hours

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)

Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District course facilitators will monitor assignments and follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

For NEFEC option - NEFEC facilitators will monitor participant progress & completion.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency 4/5

Information about the delivery model:

Who will provide the professional development?

FLaRE-trained district curriculum and/or ESE Specialists

Who is the targeted audience for the professional development?

K-12 Teachers; priority given to secondary reading teachers.

How will the professional development be delivered?

face-to-face sessions as outlined in the Clay District Reading Endorsement Plan

What is the length of the professional development?

60-hours, combined seat time and out-of-class assignments.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other, Please describe in detail below

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

FLARE Approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District facilitators will monitor participant progress & will assess final case-study projects.

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency 4/5 Online

Information about the delivery model:

Who will provide the professional development?

NEFEC-trained facilitators

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers.

How will the professional development be delivered?

Online, interactive

What is the length of the professional development?

60 hours.

Professional Development in Assessment and the Five

Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency, Vocabulary, Comprehension

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLare, Reading First PD, NEFEC, FCRR)
NEFEC approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLaRE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

NEFEC facilitators will monitor participant progress and completion.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Reading Endorsement - Competency Six (Practicum)

Information about the delivery model:

Who will provide the professional development?

District Reading Supervisor and endorsed Reading Coaches in the district.

Who is the targeted audience for the professional development?

K-12 teachers; priority given to secondary reading teachers.

How will the professional development be delivered?

Face-to-face sessions as outlined in the Clay District Reading Endorsement plan.

What is the length of the professional development?

60-hours, combined seat time and out-of-class portfolio development.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)

FLaRE approved

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

district facilitators will monitor participant progress & completion of portfolio.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

Read 180

Information about the delivery model:

Who will provide the professional development?

Read 180 certified trainer - Corine Grady

Who is the targeted audience for the professional development?

High school teachers who will be teaching Read 180 at Orange Park High School and Clay High School.

How will the professional development be delivered?

Immersion in the program / introduction to research/modeling.

What is the length of the professional development?

Two full days in addition to several on-site visits by Corine Grady.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Ted Hasselbring, College of Education, Vanderbilt University

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District Reading Supervisor will develop and monitor follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

DIBELS Assessment Training

Information about the delivery model:

Who will provide the professional development?

M. V. Wendell - District Reading Specialist and
Certified DIBELS Trainer

Who is the targeted audience for the professional development?

Reading Assessment Team members from each elementary
school.

How will the professional development be delivered?

Discuss research, review testing protocol, practice
administering assessment.

What is the length of the professional development?

One day

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLare, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Joseph Torgeson, Director, Florida Center for Reading Research

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District Reading Supervisor will establish and monitor follow-up.

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

"Beyond Assessment"

Information about the delivery model:

Who will provide the professional development?

District Administration, District Curriculum Specialists,
and Elementary Reading Coaches.

Who is the targeted audience for the professional development?

All K-6 teachers and administrators.

How will the professional development be delivered?

Training will take place out in the schools. There will be
one facilitator per school. Teachers grouped as K-2/3-6.

What is the length of the professional development?

One half (1/2) day for each instructional grouping.

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

LEAP Literacy, Reading, and Language

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Louisa Moats, Ed.D., Director of Prof. Development & Research Initiatives, Sopris West

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District Reading Supervisor will determine and monitor follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

CAR-PD (Content Area Reading Professional Development)

Information about the delivery model:

Who will provide the professional development?

Secondary Reading Coaches (formally trained by FLaRE)

Who is the targeted audience for the professional development?

Content Area teachers in the secondary schools

How will the professional development be delivered?

Training will be provided before or after school and on planning days.

What is the length of the professional development?

150-hours (FOR-PD = 60 hrs; CAR-PD face-to-face academy = 60 ho

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency, Vocabulary, Comprehension

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

The Reading Coach will be responsible for monitoring follow-up designed by FLARE.

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

"Administrator Summer Institute" - covering assessment/PMRN, 90-minute reading block, and the role of the Reading Leadership Team.

Information about the delivery model:

Who will provide the professional development?

District administrators and district curriculum specialists.

Who is the targeted audience for the professional development?

All school administrators, K-12.

How will the professional development be delivered?

Participants will be divided as elementary or secondary, and also as principal or assistant principal.

What is the length of the professional development?

Two days per participant.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency, word analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
(utilizing JRF videos and PMRN powerpoint)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District Reading Supervisor will develop and monitor follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

"Vocabulary/Word Study"

Information about the delivery model:

Who will provide the professional development?

Cadre of teachers trained by Janet Allen.

Who is the targeted audience for the professional development?

All teachers K-12

How will the professional development be delivered?

Training will take place at each school site on planning days and before/after school.

What is the length of the professional development?

One to three days (TBD)

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Robert J. Marzano, President & Founder, Marzano & Associates / Dr. Janet Allen - Literacy

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District Reading Supervisor will develop and monitor follow-up

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

"Plugged Into Reading"

Information about the delivery model:

Who will provide the professional development?

Dr. Janet Allen

Who is the targeted audience for the professional development?

Secondary Language Arts and Reading teachers, secondary
ISS aides.

How will the professional development be delivered?

Material review / discussion / modeling use of materials.

What is the length of the professional development?

Two-days.

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Janet Allen, Dr. Robert J. Marzano

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University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District Professional Development Director will develop and monitor follow-up.

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

"Using DIBELS Data to Inform Instructional Practices.

Information about the delivery model:

Who will provide the professional development?

The 95 Percent Group - facilitator assigned by Dr. Susan Hall
Also Dist. curriculum specialists will provide part of training.

Who is the targeted audience for the professional development?

All Kindergarten teachers.

How will the professional development be delivered?

Training will be delivered at two designated school sites.
95% Group presents 1-day, Dist., reading strategies days-2/3

What is the length of the professional development?

Three days.

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Other

For Other, Please describe in detail below

Presented at Just Read! Florida Leadership Conference.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District Reading Supervisor & District Curriculum Specialists will develop/monitor follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Fluency, Vocabulary, Comprehension

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Susan Hall, The 95 Percent Group

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University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

SRA - Reading Mastery Plus

Information about the delivery model:

Who will provide the professional development?

SRA Consultants

Who is the targeted audience for the professional development?

Reading teachers K-8/ESE teachers K-8

How will the professional development be delivered?

Discuss research base / model effective delivery /
teacher practice.

What is the length of the professional development?

Two days.

**Professional Development in Assessment and the Five
Components of Reading**

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency, Vocabulary, Comprehension

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Joseph Torgeson

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Mentor Teacher (Explain below)

Principal (Explain below)

Assistant Principal (Explain below)

District Staff (Explain below)

District Reading Supervisor will review all follow-up.

Publisher (Explain below)

Contracted Follow-up (Explain below)

FLARE Coordinator (Explain below)

Reading First PD Coordinator (Explain below)

Other

For Other, Please describe in detail below

Teachers are required to teach the program in which they will be trained and to provide student data.

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Professional Development in Reading

Chart A : Indicate Grade Level

Check as many as applicable:

Elementary School

Middle School

High School

District Name: Clay

Name of Professional Development:

SRA - Advanced Decoding

Information about the delivery model:

Who will provide the professional development?

SRA Consultants

Who is the targeted audience for the professional development?

Junior High reading teachers who have taught the program for at least 3-years (Advanced Training).

How will the professional development be delivered?

Discuss research base / model effective practices / teacher practice

What is the length of the professional development?

One-day.

Professional Development in Assessment and the Five Components of Reading

Check as many as applicable

Phonemic Awareness

Phonics/Words Analysis

Fluency

Fluency

Vocabulary

Comprehension

Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the text box below)

Dr. Joseph Torgeson

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University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

[Empty text box]

Mentor Teacher (Explain below)

[Empty text box]

Principal (Explain below)

[Empty text box]

Assistant Principal (Explain below)

[Empty text box]

District Staff (Explain below)

District Reading Supervisor will review all follow-up.

Publisher (Explain below)

[Empty text box]

Contracted Follow-up (Explain below)

[Empty text box]

FLARE Coordinator (Explain below)

[Empty text box]

Reading First PD Coordinator (Explain below)

[Empty text box]

Other

For Other, Please describe in detail below

Teachers are required to teach the program in which they were trained and to provide student data.

Other

For Other, Please describe in detail below

[Empty text box]

Other

For Other, Please describe in detail below

[Empty text box]