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K-12: 2006-121

MEMORANDUM

TO: District Superintendents

FROM: Cheri Pierson Yecke, Ph.D.
Chancellor, K-12 Public Schools

Evan Lefsky, Ph.D.
Executive Director, *Just Read, Florida!*

DATE: August 28, 2006

SUBJECT: *Reading Endorsement for Teachers of Developmental Language Arts Courses in Grade 6-12*

In 2006, seventy percent (70%) of English language learners (ELLs)/limited English proficient (LEP) students in the lowest twenty-five percent (25%) made learning gains in reading; the highest learning gain of all subgroups. While Florida teachers continue to close the achievement gap for all students, and as we move towards full implementation of the annual assessment of the progress ELLs are making toward mastery of English, assisting schools in increasing the number

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CHANCELLOR, K-12 PUBLIC SCHOOLS

of students reading at grade level continues to be a major focus of the Department of Education.

As previously communicated in June 23, 2005, the Department issued K-12 Memorandum 200502, *Enrollment of Limited English Proficient Students in Required Intensive Reading Courses*, in an effort to address the issues regarding the requirements to enroll students scoring Level 1 or Level 2 on FCAT in intensive reading courses and to provide guidance to school districts. This memo and attachment may be viewed at the following URLs:

http://info.fldoe.org/dscgi/ds.py/Get/File-3062/k12_05-82.pdf (Memo)
http://info.fldoe.org/dscgi/ds.py/Get/File-3063/k12_05-82a.pdf (Attachment)

In accordance to the above memo, the Department recommended the following instructional services and teacher qualifications for non-English speaking ELLs or very limited English proficient students who scored at Level 1 or Level 2 on FCAT:

Grades K-6

Recommended for ELLs who are non-English speaking and/or at the beginning or intermediate level of English language proficiency: Intensive reading instruction in addition to grade-level instruction in English/language arts or Speakers of Other Language (ESOL).

Teacher qualifications: Teacher with appropriate grade-level certification and ESOL Endorsement, or K-12 ESOL coverage. Example: 90-minute block of instruction in reading which incorporates a language development focus, including instruction in the acquisition of listening, speaking, reading, and writing in English.

Grades 7-12

Recommended for ELLs who are non-English speaking and/or at the beginning or intermediate level of English language/proficiency: Developmental Language Arts course. Delivery of instruction under this option requires a focus on language development, but incorporates instruction on grade level Sunshine State Standards reading benchmarks.

Teacher Qualifications: Teacher with appropriate grade-level certification and the ESOL Endorsement, or K-12 ESOL, and who has obtained (or is working on) the Reading Endorsement or Reading Certification.

Middle School Example: Course Number: 1002180 M/J Developmental Language Arts through ESOL (Multiple Credits)

High School Example: Course Number: 1002380 Developmental Language Arts through ESOL (Multiple Credits)

Our purpose is to ensure that teachers teaching reading to ELLs would also be qualified to address the linguistic and language acquisition needs of ELLs who are learning to read, and reading to learn. Even though the June 23, 2005, memo clarified, the deadline for obtaining the Reading Endorsement was June 30, 2006; there has been confusion regarding whether or not teachers assigned to teach Developmental Language Arts Courses to ELLs are required to obtain the Reading Endorsement; this memo is provided to clarify that beginning with the 2007-08 school year, teachers assigned to teach Developmental Language Arts to ELLs will be required

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to have the Reading Endorsement in addition to the certification previously outlined in the Course Code Directory for these courses.

As a reminder, in 2003 the Department conducted a crosswalk between the ESOL Endorsement and the Reading Endorsement. It was determined that 80-inservice points could be awarded to reading endorsement candidates across the five competencies if they had earned the ESOL endorsement.

In addition, the Department developed a specific inservice program, known as Reading Endorsement for English for Speakers of Other Language (REESOL) Professional Development Bundle. The REESOL Bundle was an add-on training designed to cover all of the remaining competencies needed to fulfill the requirement for the Reading Endorsement. The memo, which outlined the REESOL Professional Development, included a description of the additional competencies needed for completing the Reading Endorsement. This memo may be viewed at the following URL:

<http://info.fldoe.org/docushare/dsweb/Get/Document-2802/reesol.pdf>

We would encourage you to review the K-12 Memorandum 2005-82, *Enrollment of Limited English Proficient Students in Required Intensive Reading Courses*, as it also provides clarification on the requirements for teachers assigned to teach Intensive Reading to ELLs at the advanced level of English language proficiency. It is important to note that the timelines for obtaining the ESOL Endorsement are different from those for the Reading Endorsement. A teacher who is required to obtain the ESOL Endorsement has up to six years from the date of initial assignment to complete these requirements. The Department is pleased to announce that we have begun the process of analyzing the competencies earned in the Reading Endorsement to determine which of these may be applied towards the ESOL Endorsement and will develop what we call the *Reverse Crosswalk*.

Please be certain of our appreciation for your continued commitment to increasing student achievement and your support in addressing the unique needs of English language learners in reading. If you have any questions regarding reading instruction for ELLs, please contact Lisa C. Saavedra, Executive Director, Academic Achievement through Language Acquisition, (850) 245-5074 or via e-mail at lisa.saavedra@fldoe.org. Questions regarding intensive reading may be referred to Barbara Elzie, Deputy Director, *Just Read, Florida!*, (850) 245-0503 or via e-mail at barbara.elzie@fldoe.org.

CY/EL/lcsm

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