

# Building Reflective Practitioners: National Board Teachers and Reading Endorsement Brevard Public Schools

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# What is FLaRE?

- Florida Literacy and Reading Excellence
- Statewide Professional Development component of Just Read Florida!
- Charged with building capacity in districts for Reading Endorsement
- Excellent results developing Literacy Councils and/or Literacy Leadership Teams in schools
- Provided on-going professional development to teachers and coaches in reading and literacy practices throughout the state



# FLaRE Supports Research-based Professional Development

- Florida Staff Development Evaluation Protocol
- Standards of the National Staff Development Council
- Job embedded professional development
- Theoretical understanding
- Focus on effective instructional practices
- Reflective learning (NBPTS)
- Teacher involvement in leadership teams
- Part of a comprehensive change plan
- Systemic on-going professional development



# FLaRE Modules to Build Capacity Statewide

- Reading Endorsement Competencies 1, 3, 4–5, and 6
- Train the trainer model
- Build Capacity at the district level to increase highly qualified teachers for reading instruction
- Support districts with continuous on-going professional development for coaches and district leaders as requested



## **NSDC Standards for Staff Development that improves the learning of all students**

- **Context Standards**
  - Learning Communities
  - Leadership
  - Resources
  
- **Process Standards**
  - Data-Driven
  - Evaluation
  - Research-Based
  - Design
  - Learning
  - Collaboration
  
- **Content Standards**
  - Equity
  - Quality Teaching
  - Family Involvement



# Brevard County Professional Development

- Proactive leadership at many levels
- Outstanding National Board Certification participation
- Top Ten in all areas of state testing
- Efficient use of resources
- Active learning community
- Vision for developing highly qualified teachers in literacy and content areas



## 431 Active NBCTs

- Highest number of NBCTs among large Florida districts
- 3<sup>rd</sup> in the nation of large districts that are comparable in size (50,000 or more)
- 9% of eligible teachers are NBCT
- 2 elementary schools have 27% of teachers certified
- 18 schools will be recognized for excellent participation in the NBCT program



# National Board Teaching Standards

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning .
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.



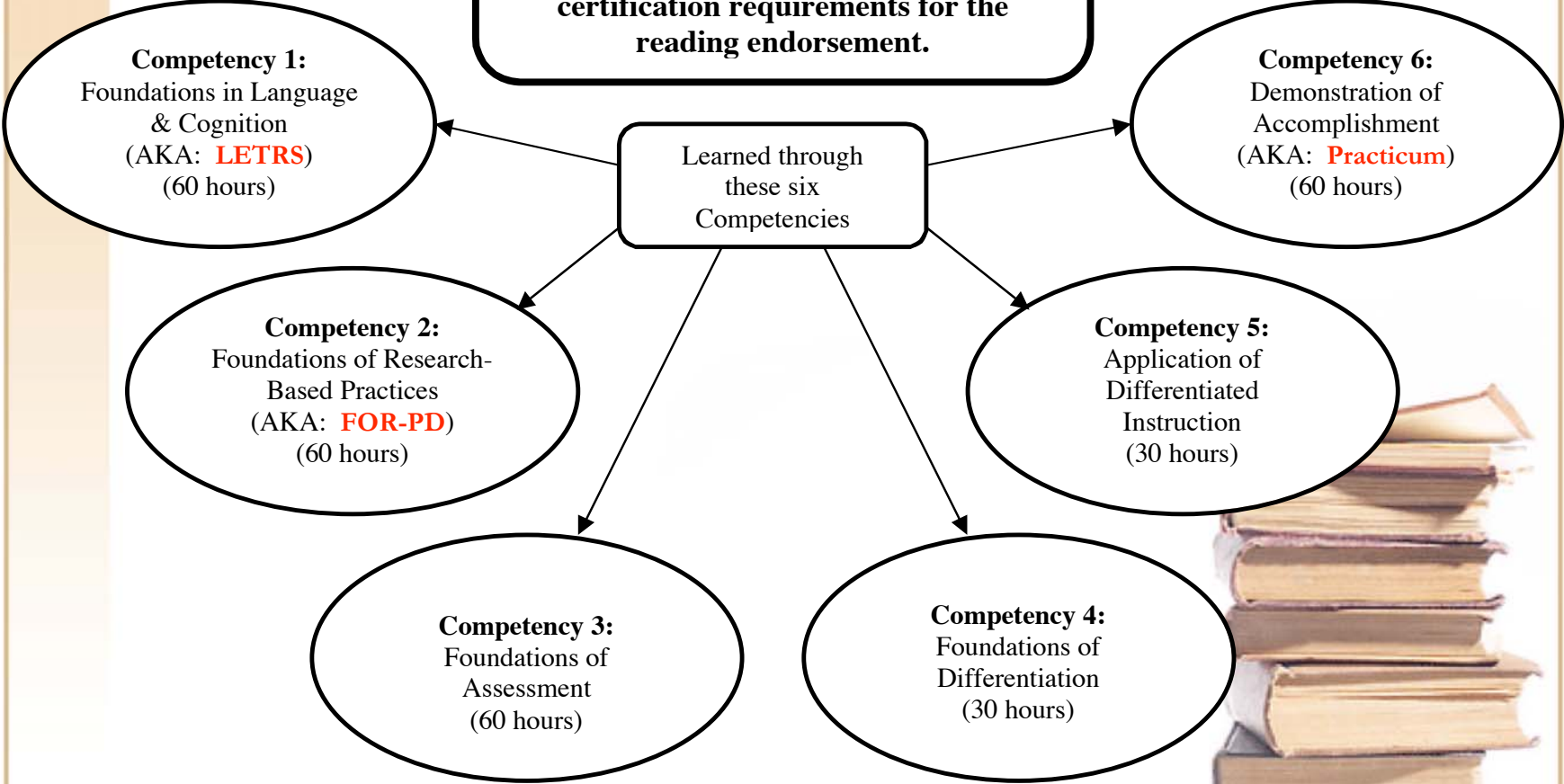
## Goal for Reading Endorsement Program

- Initially, the goal was to have 100 Secondary Reading teachers certified and thus highly qualified in Reading by June, 2006.
- Currently, we have 115 completers, and another 100+ currently enrolled in the program.
- Many courses have long waiting lists.



The design of state-approved reading endorsement programs is composed of competencies as outlined by the Florida Department of Education to meet certification requirements for the reading endorsement.

Competencies 1 – 5 **MUST** be successfully completed before Competency 6 can be taken.



All Reading Endorsement Competencies are offered through the School Board of Brevard County’s Staff Development Office. Some Competencies can be “waived” as a result of college coursework already taken.

All questions regarding the Reading Endorsement or “waivability” of a particular Competency should be directed to Dr. Pat Shelton.

NO hurry on reading this, Jocelyn, but again— I wanted to “share” with you what I’m doing, now that I’ve taken those reading endorsement classes. I bought a subscription to Teen Newsweek with my own money, and use that as one small group assignment. Students work collaboratively on the various sections, including going to [www.teennewsweek.com](http://www.teennewsweek.com) to assorted links of interest. They absolutely LOVE working out of that magazine, and have plenty to do, leaving me free to...

...work with the other small group on -Taddada dahhh ta dahhh— FLUENCY!! Yes, ma’am, I’ve got ‘em reading aloud. At the moment we’re reading The Big Lie, a Read 180 Book on middle school GE, but you know what? I’ve got seniors that are ss-trr-ugg-glllll-ing with it. They are comfortable enough at a table with 4 or 5 others (and with me) to read out loud, but I’m appalled at how much of a struggle reading (aloud) really is for them. This is the first year I’ve really set to work on fluency like this. It’s an eye-opener!



- And again, as I may have mentioned before, I employ differentiation a whole lot more than I ever did before...used to do it on the sly, thinking it was going against the grain...
- I may have inadvertently sent out negative vibes during the classes because of the stress and pressure I was feeling, and I want to be sure that now—**NOW!!!**— you understand how much I appreciate what you all taught me. Thanks again, and feel free to call upon me to give a testimonial, if need be, to any group, at any time. I'm really loving my job teaching intensive reading much more these days...

J Dolores Barfield  
Reading Teacher,  
Merritt Island High School



After teaching reading in both Palm Beach County and Brevard County for a total of 24 years, I thought I had tried it all. I began the Endorsement Program reluctantly. Today I am filled with a renewed excitement about teaching reading to 10th grade students. Our Endorsement Program and the information presented at the IRA fit perfectly! Over and over again at the IRA, I heard support for the new techniques I learned here in our Endorsement Program. I have implemented the new approaches and I have witnessed success with them. I have had an enriching experience with both these learning opportunities. Thank you! Teaching is a wonderful life!

Charlda Sizemore  
Palm Bay High School  
Life Skills Reading Teacher



# Reciprocal Process of Reading Endorsement and National Boards

- Scaffolded instruction through the competencies
- More direct instruction Competency 1 and 2
- Case study process introduced in Competency 3
- Action Research in Competencies 4 and 5
- Case study, observations and videos in Competency 6
- Teachers constantly asked to reflect on their learning and implementation of instructional strategies
- Systemic plan to assist principals with ongoing and qualified professional development



# Reciprocal Process of Reading Endorsement and National Board Standards

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities



## Top Ten Reasons to use National Board Instructors for the Reading Endorsement

10. NBCTs are patient
9. NBCTs are willing to go the extra mile to support and mentor other teachers
8. NBCTs know how to analyze their own and others instructional strategies
7. NBCTs get excited about new professional books!
6. NBCTs are experienced classroom teachers who operate from the background of this is how it works in my classroom



## Top Ten Reasons to use National Board Instructors for the Reading Endorsement

5. NBCTs are available for demonstration classrooms that other teachers can observe
4. NBCTs are organized
3. NBCTs practice what they preach—they implement what they learn as they do new research
2. NBCTs work cheap—they work for mentoring hours



## Top Ten Reasons to use National Board Instructors for the Reading Endorsement

1. NBCTs are dedicated,  
reflective practitioners  
who are deeply involved in  
improving and supporting  
the teaching profession



# Quality is Job One

- Brevard's Reading Endorsement program was designed with quality as the top criteria
- Collaboration with other districts to evaluate potential program components
- Collaboration with FLaRE coordinated with Brevard's philosophy of developing reflective practitioners
- Built quality by collecting and analyzing feedback from classroom teachers, focusing on relevance



# Highly Qualified and Beyond

- Teachers who seek reading endorsement in Brevard include:
  - Secondary Reading Teachers
  - Reading Coaches and Reading Experts
  - ESE Teachers
  - Math, Social Studies and Science teachers
  - Elementary teachers busting down the doors!



# Effective Use of National Board Teachers

- Teaching Reading Endorsement courses, as well as other sustained Professional Development
  - Gifted Endorsement
  - ESOL Endorsement
  - Title 1 Courses
  - Writing Workshops
  - Online courses— development and teaching
  - School based inservice



# Effective Use of National Board Teachers

- Mentoring new teachers and promoting professional development programs to meet their needs



# Effective Use of National Board Teachers

- Over the past five years, Brevard National Board Certified teachers have provided an estimated 6,000 hours teaching courses.
- Overall, National Board Mentors annually provide an estimated 42,000 hours of mentor support for teachers across the district.



# Effective Use of National Board Teachers

- If you estimate \$30 per hour, NBCT's annually contribute at least \$1,253,000 worth of professional mentoring services at no charge to the district!



## Meet the Instructors: Cathy Denman, NBCT, Our Secret Weapon

- Reading Specialist/Media Specialist
- Chairperson of the IRA Teen Choices program
- Instructor for LETRS, Practicum



# Cindy Vanderpool, NBCT

- Media Specialist
- Instructor for FOR-PD
- Mentor of new teachers



# Evelyn Ziccardi, NBCT

- Title One Reading and Writing Teacher
- Instructor for Assessment, Differentiation, Practicum
- Excellent at feedback, records, K-1 2 perspective



# Sue French and Jean O'Quinn, NBCT's

- Sixth Grade and First Grade teachers
- Instructors for Differentiation
- Current waiting list 20 teachers



# Maureen Tinsley, Reading Specialist

- Facilitator for FOR-PD, Assessment, and Practicum
- Adjunct for RED 4519, Diagnostic and Corrective Reading for UCF
- Developed Reading Endorsement Competency 3 for Brevard Public Schools
- Case Study Profile designed by Dr. Karri Williams, UCF



# Assessment Drives Instruction

- Core Materials
  - *Qualitative Reading Inventory (4th edition)*
  - *Strategies for Reading Assessment and Instruction, Helping Every Child Succeed by Ruetzel and Cooter*
- In-depth Case Study utilizing the QRI-4
  - Teachers analyze
    - Word lists
    - Passages (expository/narrative)
    - Miscue analysis
    - Prior Knowledge
    - Retelling
    - Comprehension Questions
      - Explicit and implicit



- Teachers write a report listing the student's 5 greatest strengths and weaknesses
- Teachers list an instructional recommendation for each strength and each weakness
- Balanced Literacy Instruction and what it looks like in a 90 minute block
- Guided Reading Instruction K-12
- Running Records Instruction
- Oral Presentation of common assessment instruments
- Content Area Literacy Strategies
- Fluency-In class jigsaw of *Fluency in Focus, Comprehension Strategies for All Young Readers*, by Prescott-Griffin and Witherell



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