

*State of the State: Reading and the Future of Reading
Coaches in Florida*

June 29, 2008



Legislative Action 2008

- \$111,511,321 for FEFP K-12 Reading Allocation
- (Minimum \$100,000 per district)
- Used to implement the K-12 reading plan
- Must be prioritized for Level 1 and Level 2 students
- \$12.5 million for Just Read, Florida!

Just Read, Florida! Projects and Resources

- North East Florida Educational Consortium (NEFEC)- Free online reading endorsement competency 1, 3-5 training; **Florida Reading Initiative (FRI)**- Free competency 2 training
- Florida Literacy and Reading Excellence Center (FLaRE) at the University of Central Florida (UCF)- Free site-based professional development support to **400+ (K-12) struggling schools** and free Reading Endorsement PD
- Florida Online Reading Professional Development (FOR-PD)-Free Competency 2 training for the Reading Endorsement
- Families Building Better Readers/Mysteries in the Middle/High School Version-Free training to assist with student reading improvement in the home-**will serve 500,000 parents this year** (Volunteer Florida Foundation)
- Florida Family Literacy Initiative (FFLI)-Sustainability grants (Volunteer USA Foundation)

Just Read, Florida! Projects and Resources

- Literacy Essentials and Reading Network (LEaRN)-Free online professional development for K-12 teachers, principals, and reading coaches
- Progress Monitoring and Reporting Network (PMRN) and Assessment Development-Free data reporting tool used to assist with instructional decision making and monitor reading coach time expenditures (**Available K-12**)
- Principal, Teacher, and Reading Coach Professional Development and Annual Leadership Conference (**6000 participants expected**)
- Summer professional development for literacy leadership teams
- **Reach Out and Read (ROAR)**-Free training provided to parents of children birth-age 5 in strategies for improving literacy

Coach Flexibility

- Coach teaches $\frac{1}{4}$ of the day (full time staff developer)
- Coach serves 2 schools
- District coaching or peer coaching
- Tiered approach
- Must still prioritize to highest need schools based on K-12 plan

Coach Reductions

- 17 districts decreased by at least 1 coach
- 17 districts increased by at least 1 coach
- 1 district eliminated school-based coaches (high performing district)
- 7 districts accounted for 95% of reductions
- Approximately 169 fewer coaches next year (7% reduction)

Florida's Investment in the Reading Coach Model

- Heavy monetary investment based on the belief that coaches providing embedded professional development can be the center piece of school-based literacy reform
- Governor Crist has established the goal that every school in Florida will have a reading coach on staff.
- Approximately 2400 reading coaches serve in our schools.

The Role of Reading and Literacy Coaches

- Efficacy=survival
- Pull out, FCAT Prep, Clerical tasks
- Coach Log-Accuracy in reporting
- Negotiated role by coach, principal
- Continuum of coaching
- Goal: 100% of school day doing some form of professional development

RAND Study

- 113 middle schools in 8 large districts
- Surveys of principals, coaches, and teachers
- 6 case study schools; 2 case study districts
- How is the reading coach program being implemented by the state, districts, schools, and coaches?
- What has been the impact of coaching on teachers' practice, student achievement in reading, and other outcomes?
- What features of reading coaching models and practices are associated with better outcomes?

RAND Study-Key Findings

- Policies, supports, and implementation concerns were common across districts
- Principal concerns:
 - Finding qualified candidates
 - Turnover
 - Inability to judge quality
 - Coach knowledge of working with adult learners
- Coaches requested more training on working with adult learners and focusing on ELL/ESE

RAND Study-Key Findings

- Most coaches do not spend at least 50% of their time working with teachers
- Most time spent focused on reading teachers with very little focus on content teachers
- Hindrances to coaching
 - Lack of time due in large part to coordination and administration of assessments
 - Not enough teacher-coach planning time is provided
 - Ratio of teachers to coaches
 - Resistant teachers
- Coaches felt supported by the district and school administrators and felt the coaching role was clear

RAND Study-Key Findings

- Teachers reported positive impacts on their instruction because of the interaction with the coach
 - More confident
 - Better planned and organized instruction
- Principal reported positive impact on:
 - School climate
 - Their own knowledge
 - Student motivation to read

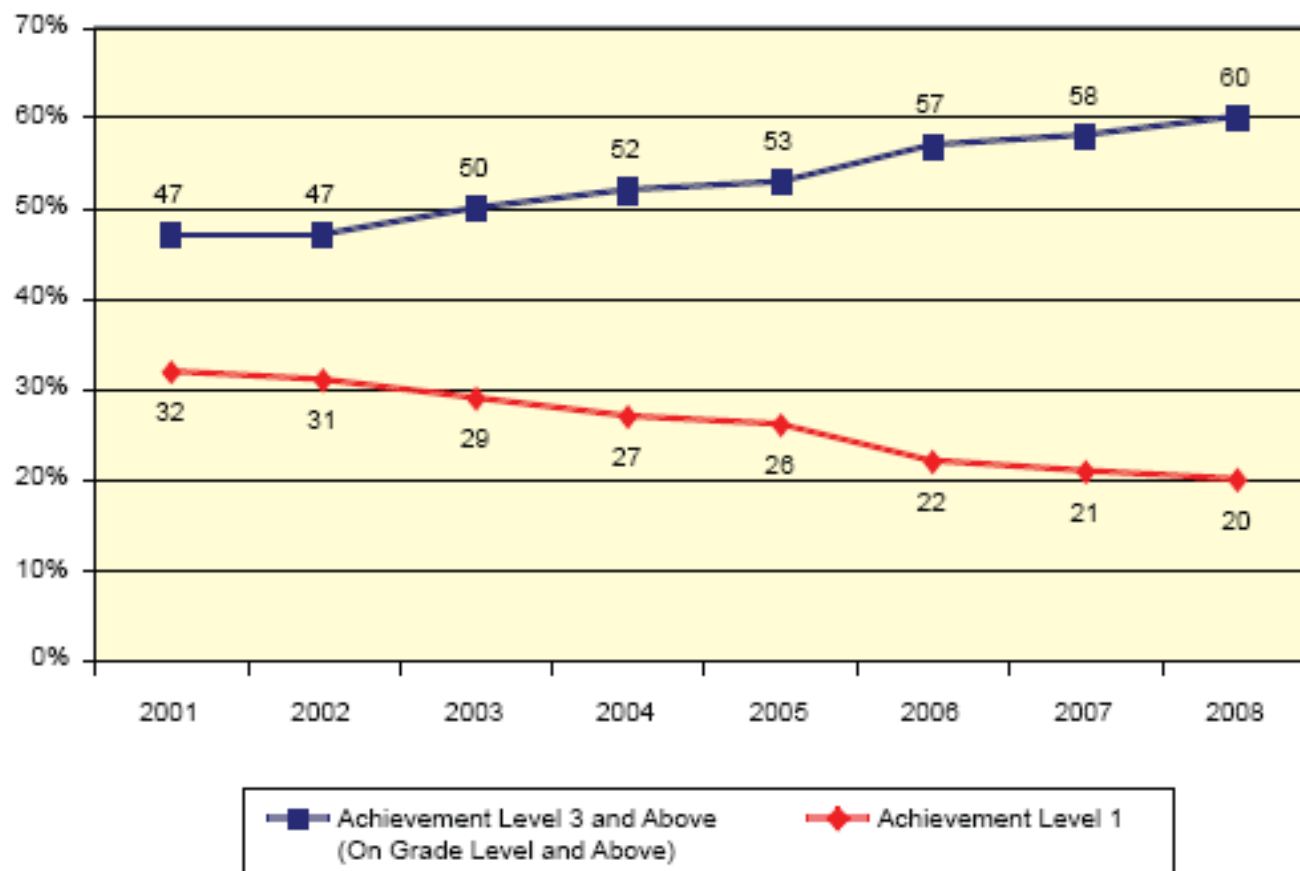
RAND Study-Key Findings

- Teacher and principal perception of coach influence most related to:
 - Time spent one on one
 - Time spent discussing student data (also related to student performance)
 - Coach's ability to work with adults
- Having a coach was found to have statistically significant impacts on student achievement
- Benefits of having a coach accrue over time

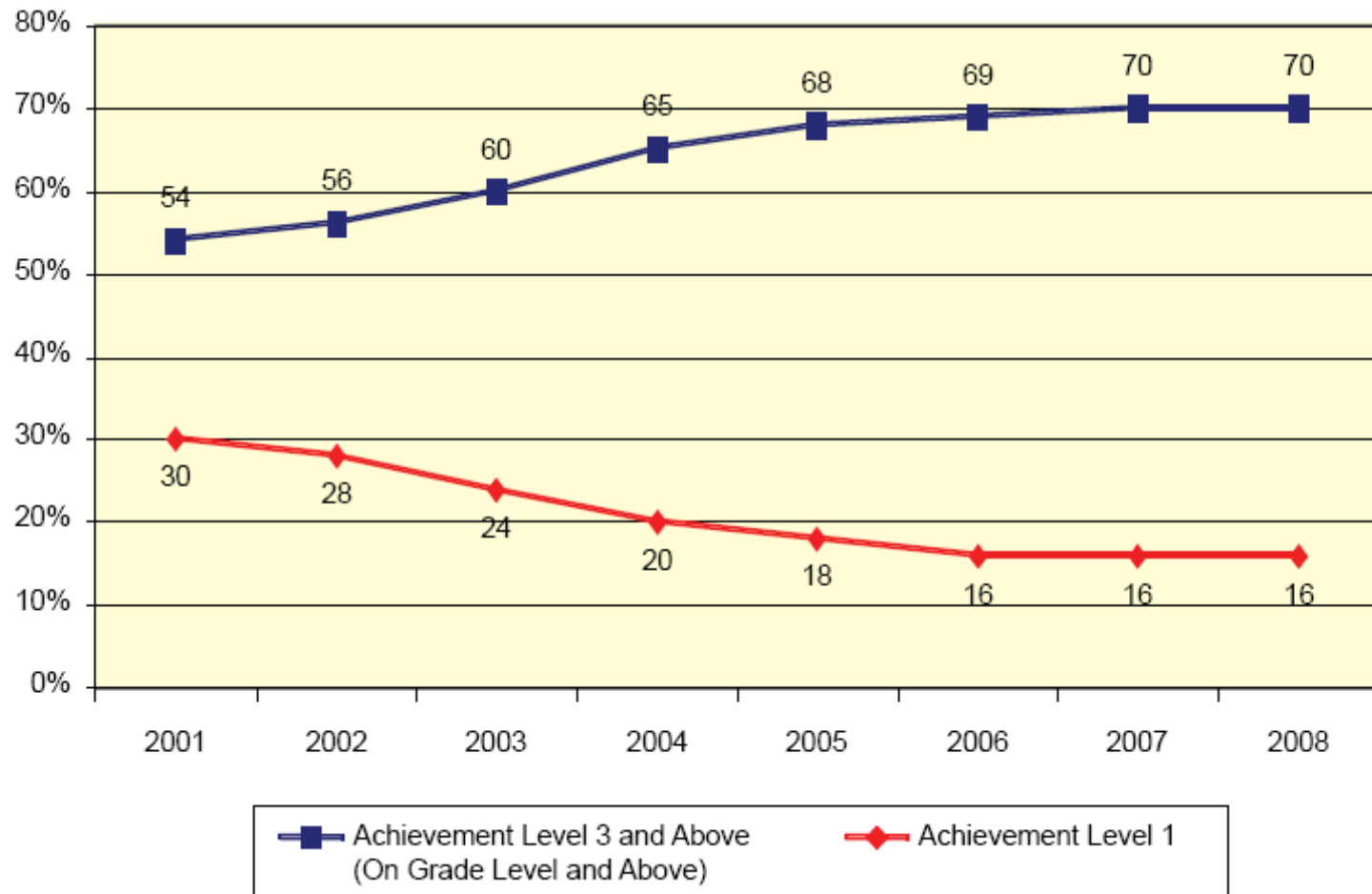
RAND Recommendations

- Provide guidance to school administrators in how to identify high quality coach candidates.
- Develop a pipeline of qualified candidates.
- Consider offering incentives and support to attract high quality coaches and retain them over time
- Encourage coaches to review assessment data with teachers.
- Address barriers to enable coaches to work more with teachers, including more one on one work.
- If the intent is for coaches to work with all teachers, then address barriers to working across the content areas.
- School administrator support is important and should continue to be nurtured.

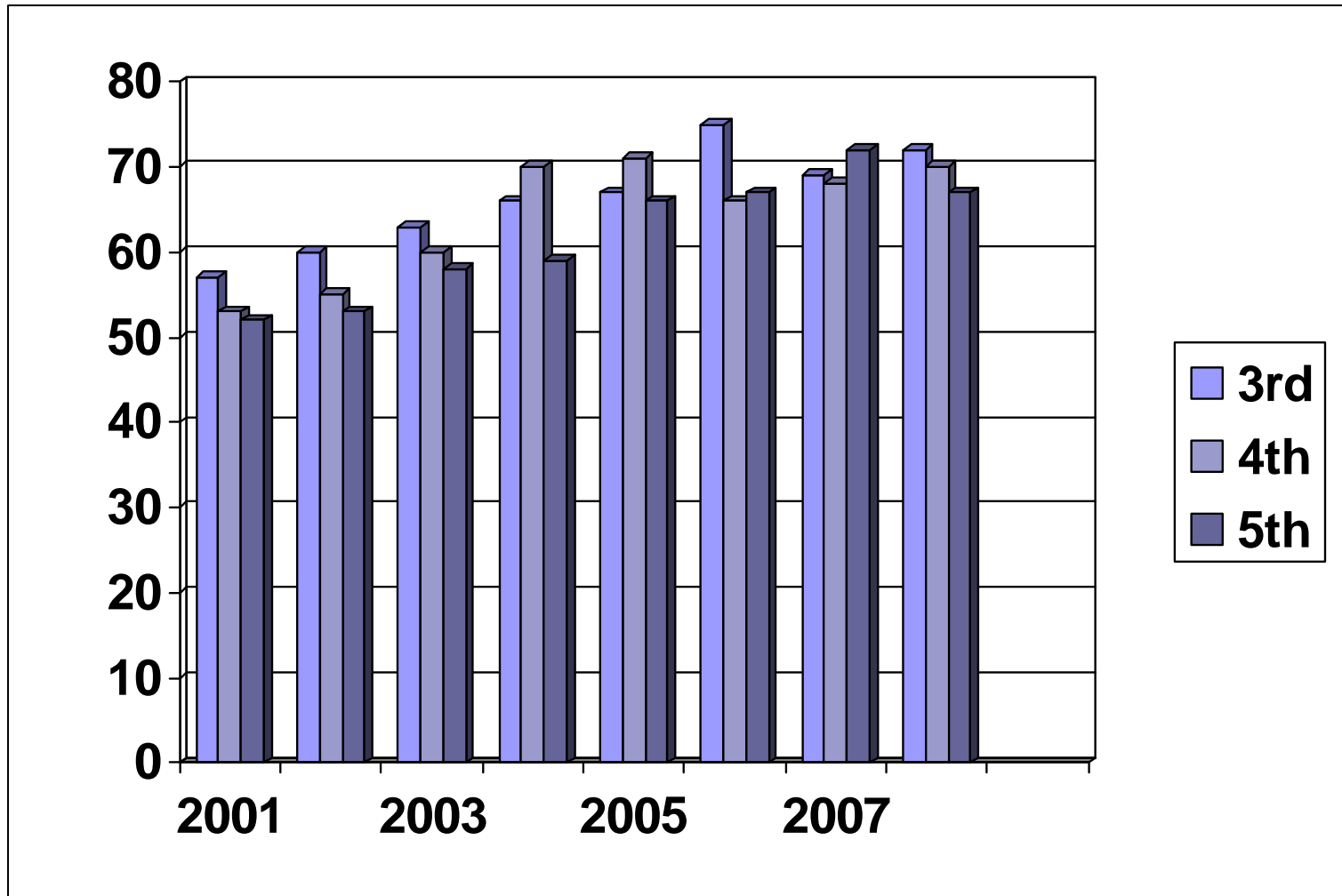
FCAT Reading by Achievement Level Grades 3-10



FCAT Reading by Achievement Level Grades 3, 4, and 5



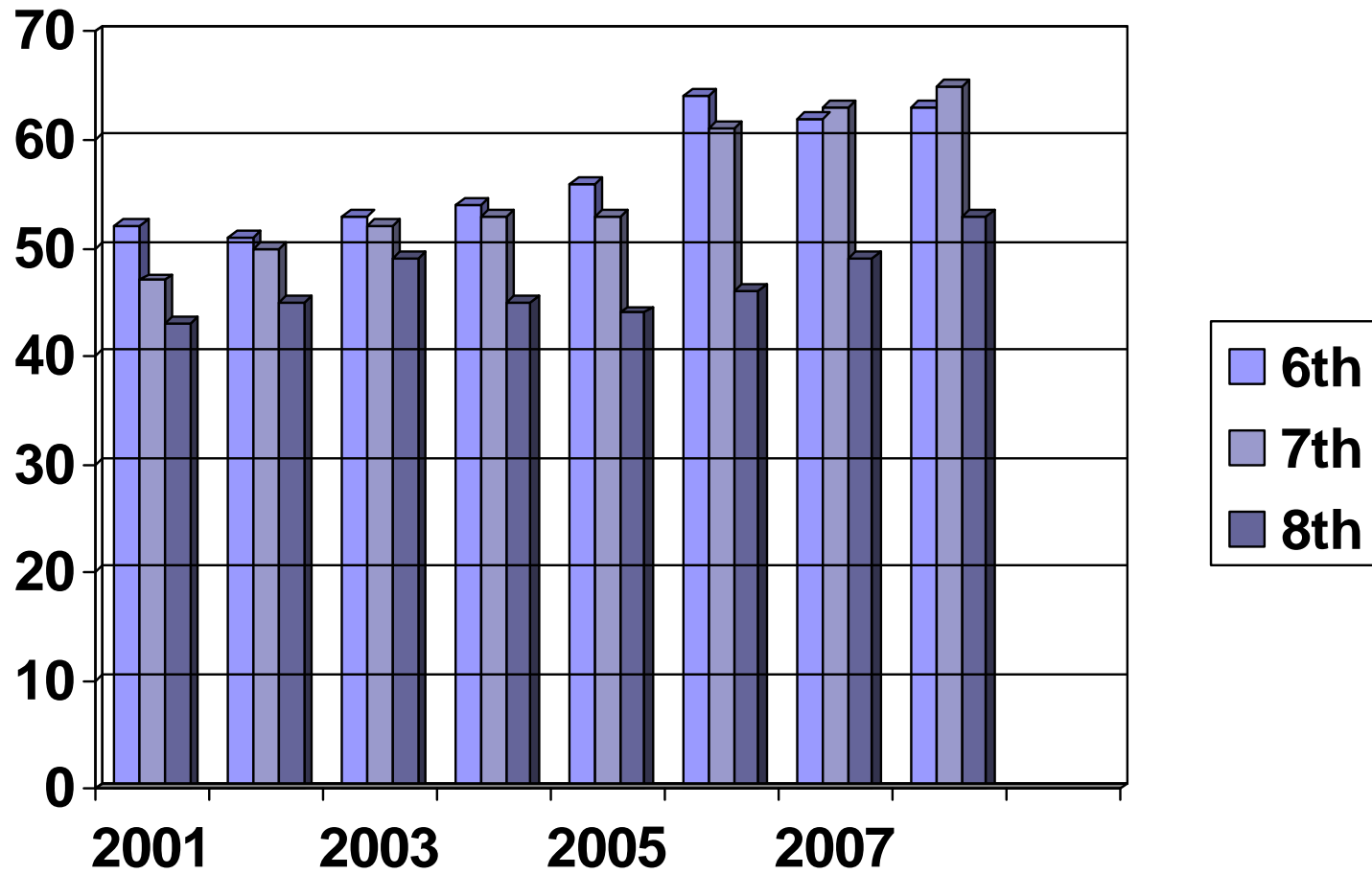
Elementary Grades



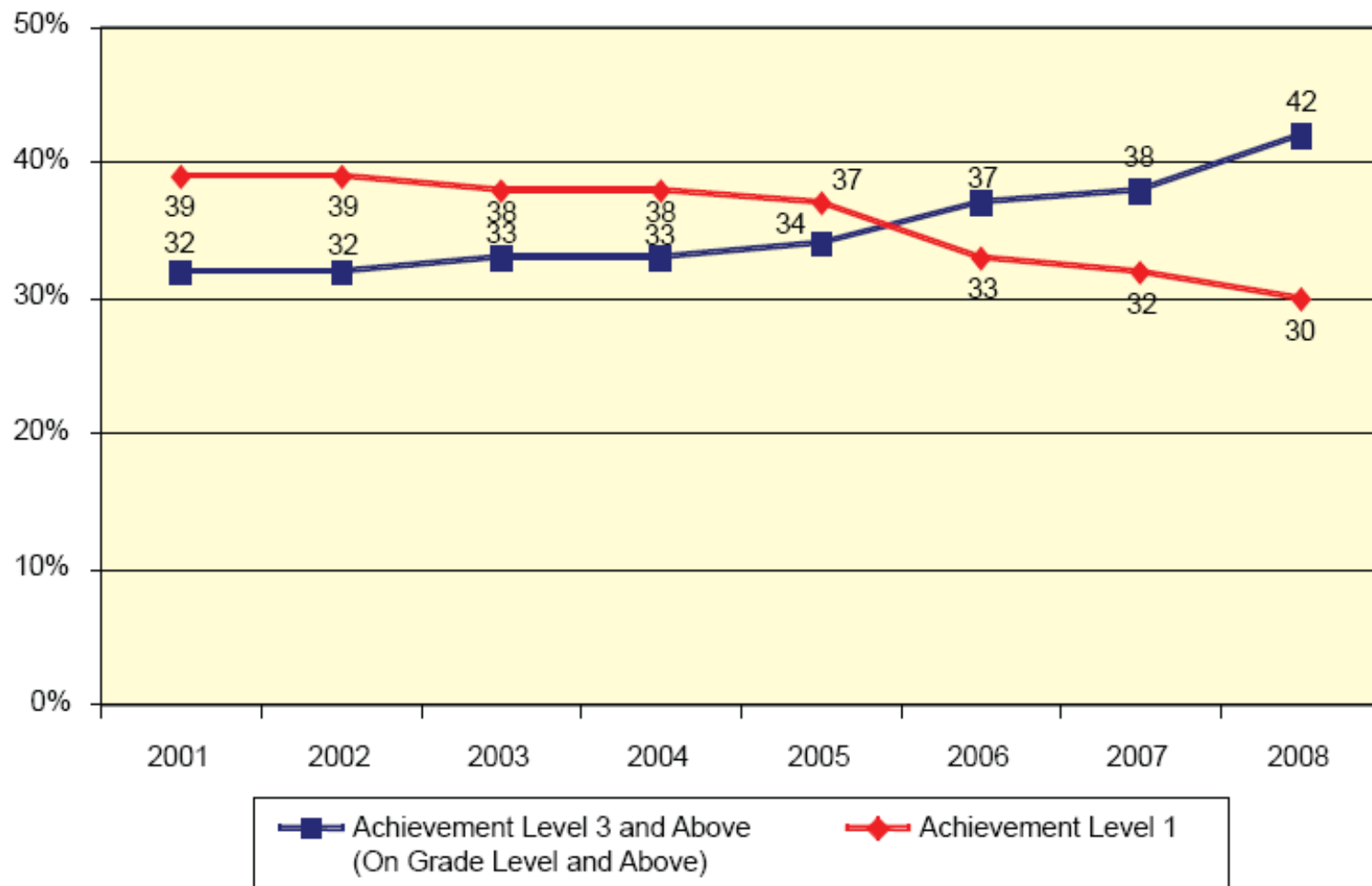
FCAT Reading by Achievement Level Grades 6, 7, and 8



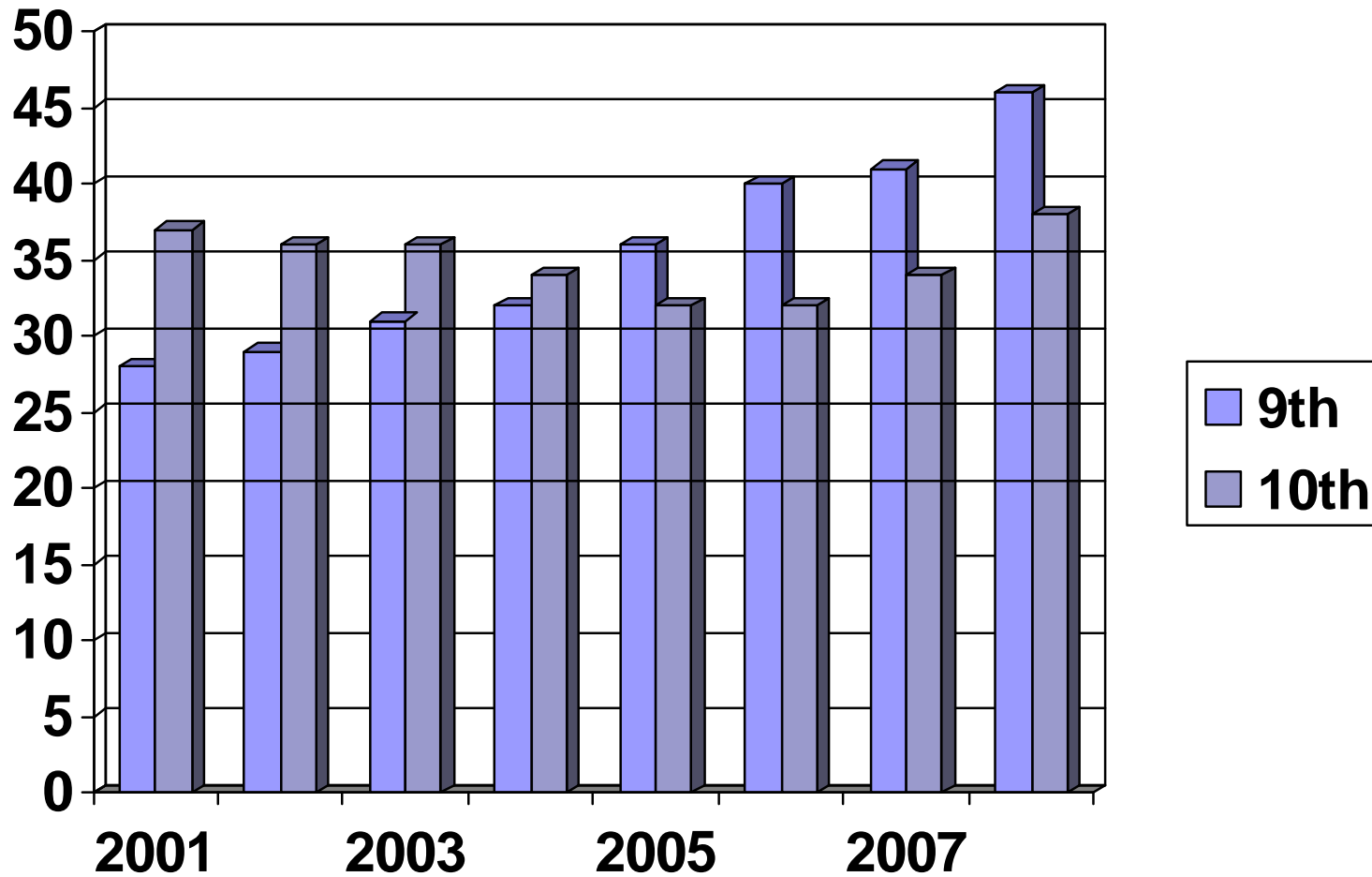
Middle Grades



FCAT Reading by Achievement Level Grades 9 and 10



High School



Why Research-Based Programs and Strategies Fail

- Insufficient initial professional development
- Lack of ongoing coaching
- Grouping and scheduling requirements not followed
- Lack of intensity
- Lack of frequent progress monitoring
- Too many initiatives interfere with effective implementation (diffuse time, resources, and support)

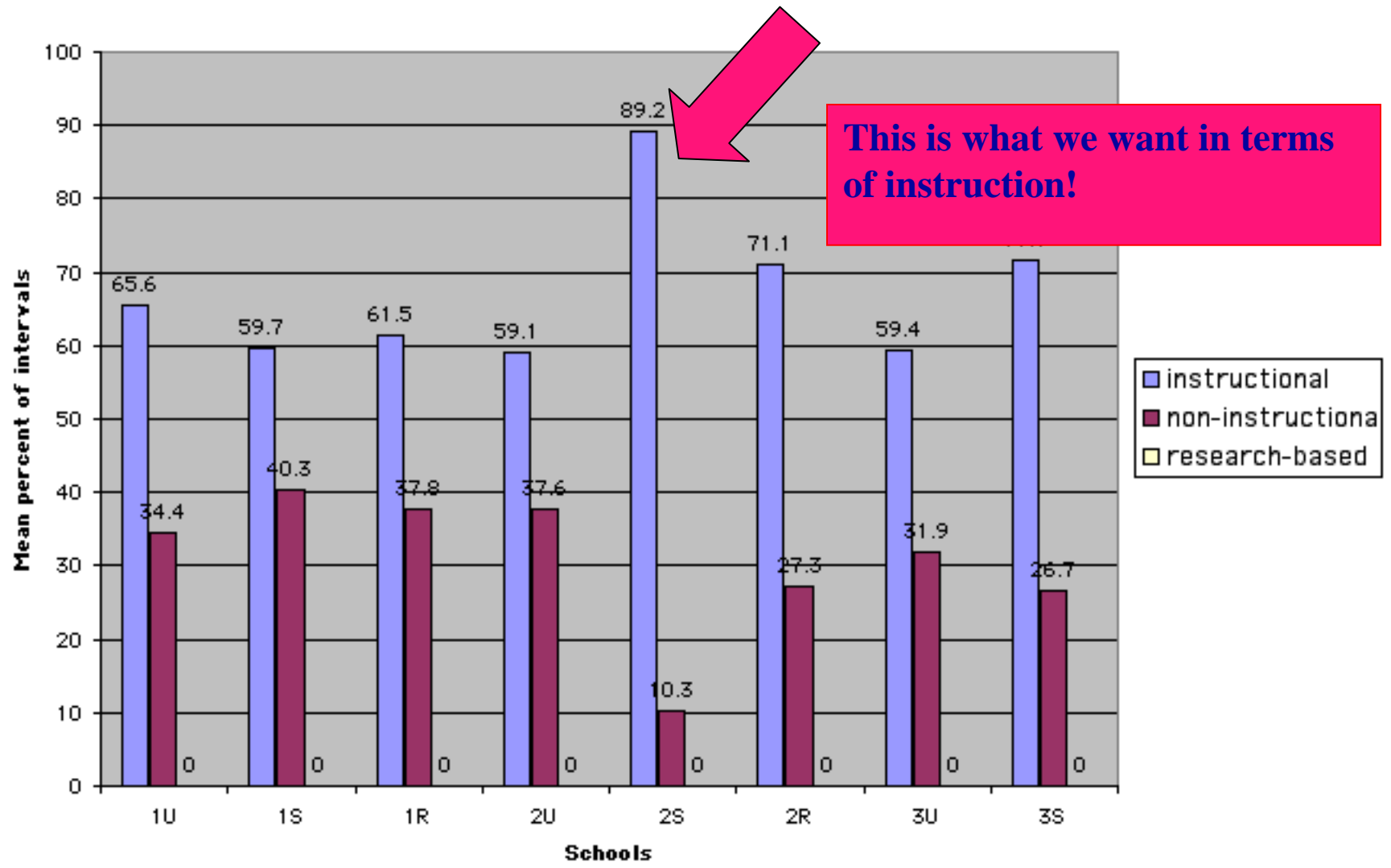
What Will It Take?

- Content area reading alone will not get the job done
- Reading intervention classes alone will not get the job done
- Differentiated intensity based on need
- “Adequate” progress is different with a struggling reader

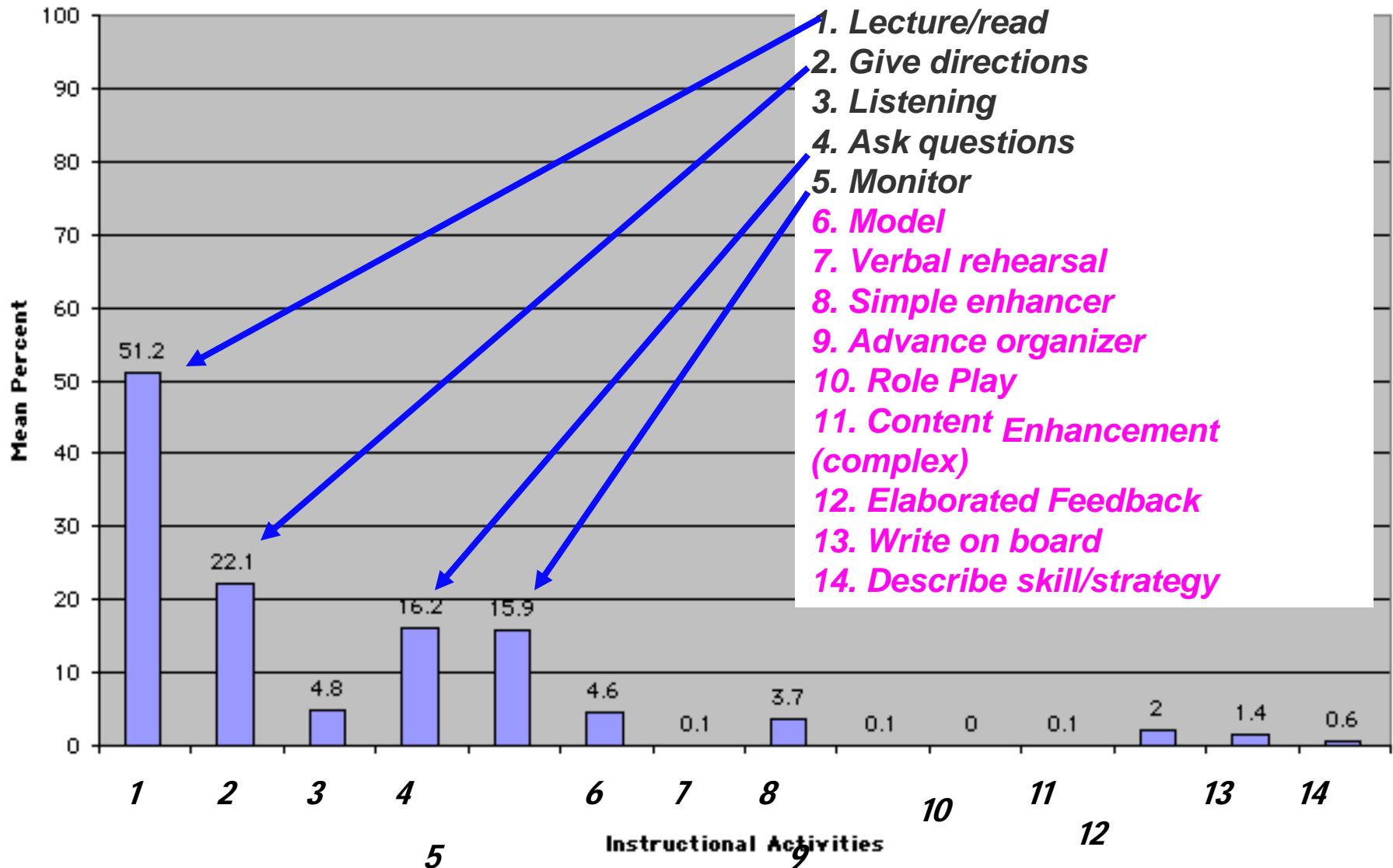
What Teachers Can Do

- Improve the quality of “core” instruction K-12
- Read extensively “in all classes” to build text knowledge and fluency
- Read for longer periods of time in longer texts
- All texts should be linked to the curriculum
- Build background knowledge and vocabulary
- Offer student-selected texts related to the content unit being studied
- Build rich, deep discussion

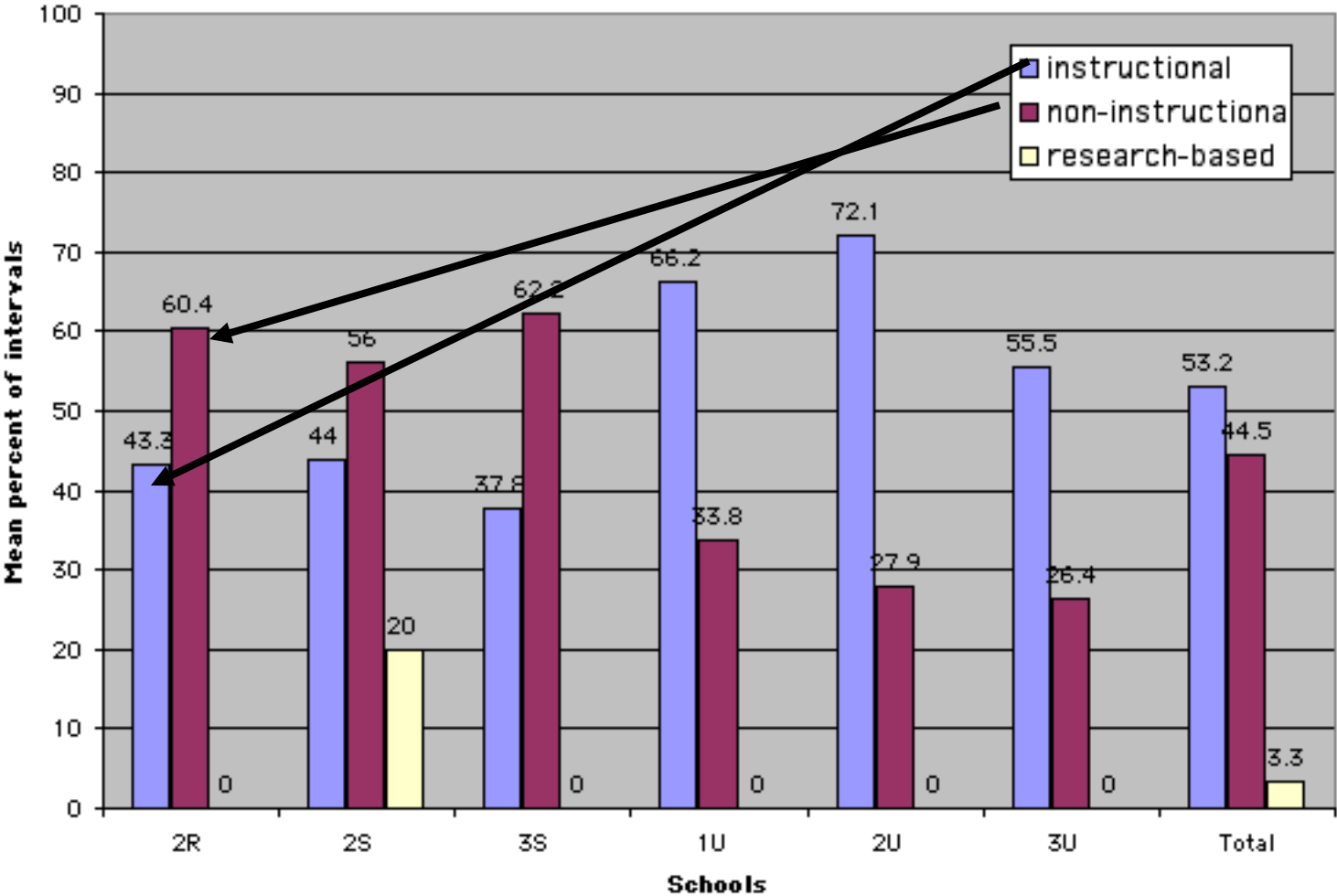
General Education Teacher Observation Interval Type



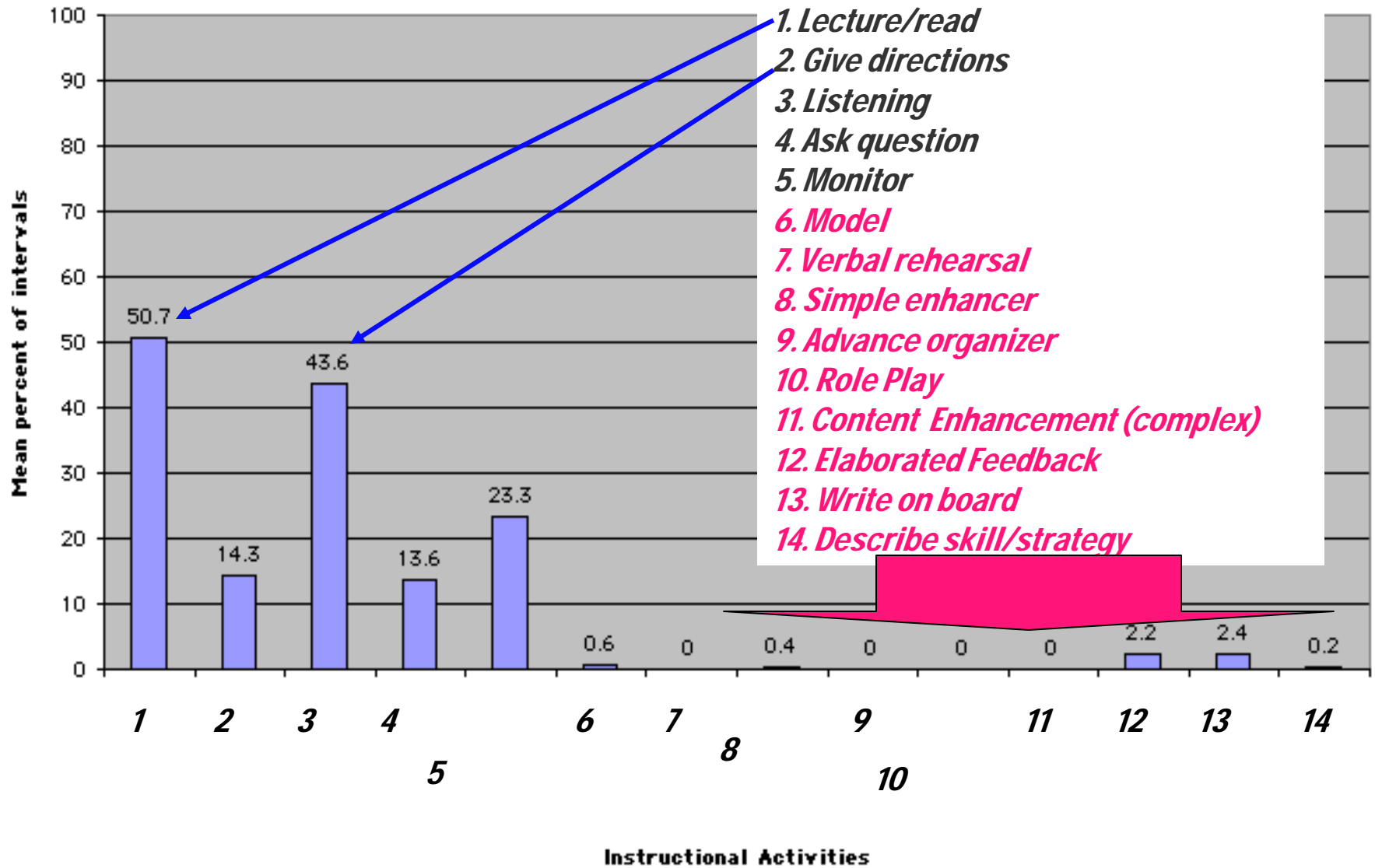
Observation of Teacher Practice Study (Deschler, 2008)



Mean percentage of intervals special education teachers were observed in various activities for each school.



Special Education Teacher Observations



Reading Intervention in Grades K-12

- Early intervention=Still BEST ROI
- What are the challenges to implementation?
- Same intervention for multiple years
- How to target interventions and get students with best teachers?
- Developing an evidence base
- What works? With whom? How well?
- Not one size fits all

Appropriate Use of Assessment

- ❖ District guidance requests
- ❖ K-12 Reading Plan-
Assessment/Curriculum Connection
- ❖ Identification and remediation
- ❖ Questions to ask
 - ❖ Is it valid and reliable?
 - ❖ Does it yield new information?
 - ❖ Is it instructionally useful to teachers?
 - ❖ Is it appropriate?

New Florida Assessments for Instruction in Reading

- ❖ Instructionally useful
- ❖ Computer administered in grades 3-12
- ❖ Automatic reporting to the Progress Monitoring and Reporting Network (PMRN) in grades 3-12
- ❖ K-2 will be able to be administered on a handheld and synced to PMRN
- ❖ Implementation study in 08-09 in Manatee, Broward, Leon, and Alachua
- ❖ Available free of charge to all schools in Fall 2009
- ❖ Only mandatory in Reading First and Kindergarten Screening

New Florida Assessments for Instruction in Reading

- ❖ PreK: print knowledge, phonological awareness, vocabulary, math
- ❖ K-2: phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comp.
- ❖ 3-12: adaptive complex & low level reading comp., fluency, word analysis, skill assessment
- ❖ K-12: Informal reading inventories
- ❖ Lexile scores in grades 3-12 allow matching students to text and access to online libraries
- ❖ Linked to current measure for K screening
- ❖ Identifies risk of reading difficulties and reading disabilities

Exemplary School Site Visits

- Approximately 15 exemplary elementary schools and 12 secondary schools visited by JRF! staff this spring based on district recommendations
- Best practices and initiatives observed will be shared through the JRF! Newsletter and the JRF! Leadership Conference
- Additional exemplary schools visits are planned for next fall
- LEaRN enhancements released Summer, 2008
 - Additional elementary and secondary instructional strategy videos
 - Reading Coach and administrator sections with commentary and video segments for school leaders

Future Goals

- Improve quality of literacy coaching (endorsement?)
- Improve quality of reading interventions
- Improve quality of content area literacy instruction (Core instruction)
- Improve reading teacher knowledge base (particularly use of assessment)
- Matching intervention to student need

Vision of Literacy in Florida

- Meeting the 2012 goal
- All teachers with foundational knowledge of reading and literacy instruction (differentiated)
- Greatly reduce the number of students requiring intensive interventions
- Extending *Reading First* success
- Ongoing professional development and cadre support for principals and coaches
- Continuing focus on literacy among all stakeholders

Challenges to the Vision

- Recruiting and retaining intervention teachers
- Improving core instruction in the content areas
- Quality research on effective interventions

Thank you!

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