

Florida Department of Education



Fall 2009

A Quarterly Update

Just Read, Florida!

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2008-09 Just Read, Florida! Literacy Awards

The Just Read, Florida! Office is proud to announce the recipients of the 2009 Just Read, Florida! Literacy Awards. Several groups of outstanding reading leaders from five regional areas across the state were recognized in May through personal visits to schools. These reading leaders are teachers, coaches, school and district literacy leaders who have contributed to reading education in Florida. These outstanding educators make a difference for students each day. Regional finalists and state winners received a monetary award for the individuals as well as a monetary award to be used to support the reading effort at their schools.

Gratitude and appreciation is expressed for the commitment and outstanding efforts these educators have made for the children of Florida! Nomination packets for the 2009-2010 Literacy Awards will be sent to districts in October.

Current issue:

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District Literacy Leader of the Year



Lendy Willis, Bay County

District Literacy Leader Regional Finalists

Region I- Lendy Willis

Region II- None submitted

Region III- Melba Luciano

Region IV- Lynn Dougherty-Underwood

Region V- None submitted

Just Read, Florida! Literacy Awards

Elementary Literacy Leader



Tashonda Brown-Cannon, Orange County

Middle School Literacy Leader



Maria Tudela, Hillsborough County

High School Literacy Leader



Ronald Pagano, Volusia County

School Literacy Leader Regional Finalists

Elementary School

- Region I- Ellie Spivey
- Region II- None submitted
- Region III- Tashonda Brown-Cannon
- Region IV- Carmel Kisiday
- Region V- Yubeda Miah

Middle School

- Region I- Charlotte Marshall
- Region II- None submitted
- Region III- Bill Miller
- Region IV- Maria Tudela
- Region V- None submitted

High School

- Region I- Ed Coleman
- Region II- Kathleen Quelland
- Region III- Ronald Pagano
- Region IV- Patrick Reedy
- Region V- None submitted

Elementary Reading Teacher



Elvira Padron, Lee County

Middle School Reading Teacher



Renee Thompson, Nassau County

High School Reading Teacher



Lissette Moller, Okaloosa County

Reading Teacher Regional Finalists

Elementary School

- Region I- Roxanne Register
- Region II- Jayne Earle
- Region III- Karla Ritchie
- Region IV- Elvira Padron
- Region V- Scott Lewert

Middle School

- Region I- Cynthia King
- Region II- Renee' Thompson
- Region III- Sadie Ash
- Region IV- Jamie Powell
- Region V- None submitted

High School

- Region I- Lissette Moller
- Region II- Dorothy Arnold
- Region III- Ginger Kirchmyer
- Region IV- Robin Walters
- Region V- Karen Gynn

Elementary Reading Coach



Kathy Christensen, Collier County

Middle School Reading Coach



Keron Kerr, Seminole County

High School Reading Coach



Anita Marti, Miami-Dade County

Reading Coach Regional Finalists

Elementary School

Region I- Christy Williamson
Region II- Amanda Bullard
Region III- Diana Turner
Region IV- Angela Westbrook and
Kathy Christensen
Region V- Melissa La Rosa

Middle School

Region I- Patricia Eidson
Region II- Donna Parrish
Region III- Keron Kerr
Region IV- Debby Raysin

High School

Region I- Elaine Stewart
Region II- Tonya Adin
Region III- Michael Galloway
Region IV- Jill Mink

Region V- Earlean McLemore-Golphin

Region V- Anita Marti

Elementary Reading Leadership Team (tie)



Barbara Hawkins Elementary, Miami-Dade County

Elementary Reading Leadership Team (tie)



Patronis Elementary, Bay County

Middle School Reading Leadership Team



Dan McCarty Middle School, St. Lucie County

High School Reading Leadership Team



New Dimensions High School, Osceola County

Reading Leadership Team Regional Finalists

Elementary School (chairperson)

Region I- Anna Hull
Region II- None submitted
Region III- Sandra Davenport
Region IV- Angie Westbrook
Region V- Evelyn Harrison

Middle School (chairperson)

Region I- Tamara Nelson
Region II- Lori Sisson
Region III- Margie Lewis
Region IV- Margaret Hawley
Region V- None submitted

High School (chairperson)

Region I- Susan Hood
Region II- Donna Parrish
Region III- Ralph Barrett
Region IV- Daniel Bonilla
Region V- None submitted

Celebrate Literacy Week, Florida!

Just Read, Florida!, in partnership with other Department of Education offices and numerous state organizations and agencies, is pleased to announce the second annual statewide "Celebrate Literacy Week, Florida!" event, which will take place during the week of January 25, 2010.

The goals of "Celebrate Literacy Week, Florida!" are to promote literacy throughout the state by raising awareness of the programs and projects offered by the Department of Education as well as its partner agencies and organizations, and most of all, to promote the enjoyment of reading for children and adults of all ages. In addition to activities sponsored by the Department, school districts are encouraged to implement activities locally to promote literacy within schools and districts.

More information on the 2010 "Celebrate Literacy Week, Florida!" will be shared with districts in October. Some highlights of the 2009 "Celebrate Literacy, Week, Florida!" event are shared below.



DOE Commissioner Smith reads with students.



Dr. Evan Lefsky reads with his children.

Schools were invited to participate in creating public service announcements (PSAs) to promote and celebrate literacy in the state of Florida. Governor Charlie Crist, Education Commissioner Eric Smith, and State Board of Education member Peter Boulware announced the statewide PSA contest school winners at Ruediger Elementary School in Tallahassee.

First place PSA contest winners:

- Polk County - R. Bruce Wagner Elementary School
- Marion County - Dunnellon Middle School
- Alachua County - Buchholz High School



Governor Crist presents first place PSA award to Buchholz High School.



Governor Crist presents first place PSA award to Dunnellon Middle School.





Governor Crist presents first place PSA award to R. Bruce Wagner Elementary.

First, second, and third place PSA winning submissions were broadcast during Literacy Week on the Florida Knowledge Network and the Comcast Cable Network and will continue to be randomly included in broadcasting on these networks throughout the year. Winning schools received a gift card for the following amounts: 1st prize \$1,000, 2nd prize \$500, 3rd prize \$250. All winning PSAs are available for public view at: <http://www.justreadflorida.com/literacyweek.asp>.

Other events hosted by the Department of Education included a book drive, Mysteries in the Middle and High School Quiz Show parent programs in the Tallahassee area, as well as a “What’s Working in Reading” panel discussion featuring nationally known reading experts including Dr. Joe Torgesen, Dr. Tim Shanahan, Dr. Barbara Foorman, Dr. John Guthrie, Dr. Carol Lee, and Dr. Sharon Vaughn. The webcast may be requested on DVD by contacting Paula Noor at Paula.Noor@fldoe.org.

The Department also worked with members of law enforcement throughout the state to bring officers into classrooms, interacting with students about the value of reading. The uniformed personnel visited schools in more than 17 counties in over 40 schools during the week sharing their love of literacy with students of all ages.

Reading First

The *Reading First* team at Just Read, Florida! would like to take this opportunity to say thank you to all *Reading First* districts and schools for your heartfelt efforts with implementing *Reading First* over the last six years. Your sincere dedication and diligent work implementing *Reading First* best practices to accomplish the two goals of *Reading First* tremendously improved student achievement in K-3 classrooms across the state, and that is strictly due to the hard work and commitment of district and school administrators, teachers, and reading coaches.

Due to *Reading First* implementation we have made great strides in reading instruction in Florida, but we still have ground to cover in meeting our ultimate goal of all students reading at or above grade level by the end of third grade. Fortunately for Florida, the best practices established under *Reading First* have been incorporated and implemented statewide through the K-12 Comprehensive Research-Based Reading Plan established in Section 1011.62, Florida Statutes. The K-12 Reading Plan will be the driving force to institutionalize and sustain *Reading First* best practices and ultimately reach our goal of 100% of third grade students reading at or above grade level.

We cannot thank you enough for your dedication during the *Reading First* initiative, and encourage you to continue working toward sustaining best practices in reading through the implementation of your district’s K-12 Reading Plan.

The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

-Dr. Seuss



Fast Facts: Just Read, Florida! Accomplishments 2002-2009

- 45,000+ K-12 teachers trained in research-based instruction
- 5,000+ K-12 principals trained in research-based instruction
- 3,000+ K-12 reading coaches trained in research-based instruction
- 500,000+ parents of K-12 students given tools to participate in literacy efforts with their children
- 68 districts, 5 lab schools, and Florida Virtual School with approved K-12 Comprehensive Reading Plans
- Site-based professional development support for 1000 struggling elementary, middle, and high schools
- The number of reading endorsed teachers has increased from 500 in 2003 to nearly 12,337 today
- Creation of the K-12 Florida Assessments for Instruction in Reading
- 6,000+ K-12 teachers, reading coaches, and administrators trained in the Florida Assessments for Instruction in Reading

Florida Assessments for Instruction in Reading

In August, 2009, the Florida Department of Education made available the new Florida Assessments for Instruction in Reading (FAIR) for K-12 public schools free of charge. Developed by the Florida Center for Reading Research (FCRR) in collaboration with Just Read, Florida! this new assessment system provides screening, diagnostic, and progress monitoring information. FAIR was developed with the data needs of teachers kept at the forefront. Teachers receive information that will enable them to target their instruction to the specific needs of their students in order to positively impact student achievement. Professional development regarding the administration of the assessments was provided to administrators, reading coaches, and teachers beginning in January 2009 and continuing through the summer. Professional development regarding the instructional implications was provided for administrators and reading coaches via video conference on September 30 and the sessions for grades K-2, 3-5, and 6-12 may be viewed at <http://www.justreadflorida.com/FAIR.asp>. Sessions for teachers regarding the instructional implications of FAIR will be taped soon and posted on the Just Read, Florida! website as well as the FCRR site.

A comprehensive question and answer document is available at <http://www.fldoe.org/faq/Default.asp?Dept=4&submit=GO>. For further information regarding the new Florida Assessments for Instruction in Reading please visit <http://www.justreadflorida.com>.



Literacy Essentials and Reading Network (LEaRN)

LEaRN is a web-based video resource created through a grant from Just Read, Florida! to the North East Florida Educational Consortium (NEFEC). LEaRN is a technology-based system of support for Florida teachers, reading coaches and principals as they implement best practices in reading instruction. Designed to immediately answer questions teachers pose about the best instructional practices in teaching reading, LEaRN provides:

- Florida Assessments for Instruction in Reading (FAIR) resources
- Scientifically-based reading research on the five essential components of reading as identified in the National Reading Panel Report;
- Reading instructional strategies based on research;
- Assessment approaches that are aligned with reading research;
- Video examples and lesson plans depicting research-based teaching strategies in real classrooms;
- Video of experts' commentary on research-based teaching strategies; and
- An accessible reference system of research based practices available 24 hours a day, 7 days a week.

The LEaRN website now contains **FAIR video resources** which are available in a new section on the site titled "Florida Assessments for Instruction in Reading Resources." For grades K-2 these resources include training video clips for each of the FAIR tasks as well as video clips of administration of the tasks with students. This resource is not

intended for use in initially training teachers on how to administer the tasks, but rather to serve as a refresher overview which teachers may access before beginning their work with students. For grades 3-12, narrated PowerPoint slides are available on the LEARN site which provide a refresher overview of each of the 3-12 tasks. This new FAIR resource section on LEARN will be an invaluable tool for educators who are using FAIR with students.

The LEARN site may be accessed at www.justreadflorida.com/LEARN. LEARN is a web-based video resource created through a grant from Just Read, Florida! to the North East Florida Educational Consortium (NEFEC).

Career and Technical Education Reading Pilot Program (CATER)

Successful implementation continues for CATER through the partnership between Just Read, Florida!, the Florida Center for Reading Research (FCRR) and the Volusia, Citrus, and Polk County School Districts. This pilot reading intervention program is implemented by ten high school career and technical educators from five high schools along with reading coaches for support. Through the program, reading intervention is provided for fluent Level 1 and Level 2 students using their course content.

Concentrated training was provided at Daytona State College Deltona campus – June 16-20, 2008, and follow up training was held at the Rosen Centre Hotel in Orlando – July 20-24, 2008. CATER is based on Reading Instruction through Strategy Enhancement (RISE), a program which assists reading teachers in providing reading intervention through text sets of content materials. RISE has been successfully implemented in Seminole County since 2005.

CATER participants received competencies 3, 4, and 5 of the K-12 Reading Endorsement through training that occurred during the summer of 2008, and they received competency 6 during the course of the 2008-09 school year. Ongoing site visits from Just Read, Florida! and FCRR continue as the CATER pilot implementation proceeds this year.

The Just Read, Florida! Office is excited about our continued partnership with the Office of Career and Adult Education. In our initial steps to expand our efforts to provide reading intervention through Career and Technical Education (CTE) classrooms, we have provided two opportunities for CTE teachers to complete the Florida Online Reading Professional Development (FOR-PD) in a separate cohort specifically for these teachers and receive a \$250 stipend for the completion of the course from the Office of Career and Adult Education at the Florida Department of Education. These teachers then also have the opportunity to continue with a specialized Content Area Reading Professional Development (CAR-PD), so that they can provide reading intervention for fluent students scoring at Level 2 on FCAT. We are also planning an initial round of Career and Technical Education Reading (CATER) pilot training regionally next summer. This training will help these teachers have a better understanding of exactly what reading intervention can look like in CTE courses, as the instructional materials and methods for these courses are often vastly different from other content area courses. A stipend will be provided through the Office of Career and Adult Education for the summer training. Please contact Kevin Smith, Kevin.Smith@fldoe.org, for more information about this initiative.



Fast Facts: Current Just Read, Florida! Projects and Resources

- **North East Florida Educational Consortium (NEFEC) Online Courses**-Provides free Reading Endorsement training to **3,000 teachers** annually
- **Florida Reading Initiative (FRI)**-Provides **109 schools** in 15 districts with school-wide reading professional development
- **Florida Online Reading Professional Development (FOR-PD)**- Free Reading Endorsement training to nearly **40,000 K-12 educators** (nearly 6,000 annually) since 2003
- **Literacy Essentials and Reading Network (LEARN)**-Provides online videos of research-based reading instruction to **23,000 K-12 teachers**, principals, and reading coaches representing all 67 school districts

- **Progress Monitoring and Reporting Network (PMRN) and Assessment Development**-Free screening, diagnostic, and progress monitoring assessments and a data reporting tool used to assist with instructional decision making for nearly **2 million students** in grades K-12
- **Summer Principal, Teacher, and Reading Coach Professional Development** provided to approximately **6,000 participants** annually
- **Families Building Better Readers/Mysteries in the Middle/High School Quiz Show**-Free training to assist with student reading improvement in the home serving **100,000 parents** annually
- **Florida Family Literacy Initiative (FFLI)**- Annually provides **200,000 hours** of literacy instruction to **500 Florida families**



“Reading is a discount ticket to everywhere.”

-Mary Schmich

Professional Development

• Florida Assessments for Instruction in Reading Training

Master trainer professional development was provided in the winter, spring, and summer of 2009 for the new Florida Assessments for Instruction in Reading (FAIR). Reading First Professional Development (RFPD) and the Florida Literacy and Reading Excellence (FLaRE) Center collaborated with each district to make arrangements to deliver the master trainer professional development in the winter and spring. Training was also provided at 24 locations statewide over the course of ten weeks during the summer. The goal in providing many opportunities to obtain training was to ensure that every school implementing FAIR had a master trainer on site to train teachers.

The Just Read, Florida! staff in conjunction with staff from the Florida Center for Reading Research also helped provide training this summer to administrators. Administrators were offered the opportunity to attend a one-day overview describing how FAIR is administered, the data that the assessment provides, and the instructional implications of that data. It was exciting to see the positive reaction of administrators to this new tool that will assist teachers in differentiating reading instruction for their students. Additional administrator overviews have been conducted in several locations throughout the state this fall.

Professional development for FAIR is now entering Phase II and will target the issue of building capacity in districts to train master trainers. A memo detailing the process has been sent to district reading contacts.

The Just Read, Florida! office is dedicated to providing quality professional development in reading for administrators, reading coaches, and teachers in our state. We look forward to continued opportunities to serve educators in Florida.

• Summer 2009 Professional Development

During the summer of 2009 professional development was provided in various locations across the state serving over 6,000 teachers, reading coaches, and administrators including the following tracks:

- Revised Reading Academy K-5
- Intervention Academy K-5
- Intervention Academy 6-12
- Coach Academy K-12 (Novice and Master)
- Florida Assessments for Instruction in Reading Master Trainer Professional Development K-5
- Florida Assessments for Instruction in Reading Master Trainer Professional Development 6-12
- Florida Assessments for Instruction in Reading Principal Training K-5

- Florida Assessments for Instruction in Reading Principal Training 6-12

The Just Read, Florida! summer professional development was a great success and sincere thanks is offered to the hosting sites.

Focus on Instruction: Explicit and Systematic Instruction

Reading instruction should be explicit and systematic. "Explicit" instruction involves teacher-led, interactive instruction where the teacher explains and models expectations and then supports the students by providing immediate feedback as the students demonstrate their learning.

"Systematic instruction" refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. For example, children are not expected to read long, complex words until they first can read simpler words.

In explicit comprehension strategy instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. To view explicit instructional routines for grades K-3, visit <http://www.fcrr.org/assessment/ET/routines/routines.html>. The steps of explicit comprehension strategy instruction typically include:

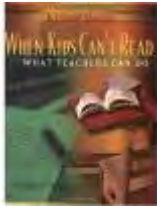
- **Direct explanation.** The teacher explains to students why the strategy helps comprehension and when to apply the strategy.
- **Modeling.** The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.
- **Guided practice.** The teacher guides and assists students as they learn how and when to apply the strategy.
- **Supported Application.** The teacher helps students practice the strategy until they can apply it independently.
- **Independent Practice.** Students apply the strategy independently during reading.

Explicit and systematic instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct following a systematic scope and sequence of skills. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information. For more information on explicit and systematic instruction visit Empowering Teachers at <http://www.fcrr.org>.



The Bookshelf: What Literacy Leaders Are Reading

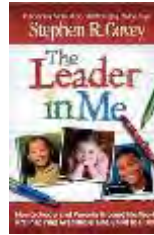
These book titles were shared by Just Read, Florida! 2009 Literacy Leader Regional Finalists as books that had an impact on the individuals as professionals.



When Kids Can't Read: A Guide for Teachers
By Kyleen Beers

When Kids Cant Read, What Teachers Can

Do is a comprehensive handbook filled with practical strategies that teachers of all subjects can use to make reading skills transparent and accessible to adolescents. Blending theory with practice throughout, Kyleen Beers moves teachers from assessment to instruction from describing dependent reading behaviors to suggesting ways to help students with vocabulary, fluency, comprehension, word recognition, response to text, and much more.



The Leader in Me
By Stephen R. Covey

The Leader in Me is the story of the

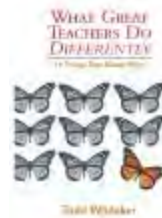
extraordinary schools, parents, and business leaders around the world who are preparing the next generation to meet the great challenges and opportunities of the twenty-first century. Drawing on the many techniques and examples that have already seen incredible success around the world, *The Leader in Me* shows how easy it is to incorporate skills for success into daily life.



Failure is not an Option
By Alan M. Blankstein

Covering theory into practice, this state-

of-the-art resource gives school leaders the tools they need to create and sustain effective professional learning communities. *Failure is not an Option* puts students first as a moral issue and then examines all the systems and processes that need to be in place to help them.



What Great Teachers Do Differently
By Todd Whittaker

What Great Teachers do Differently describes

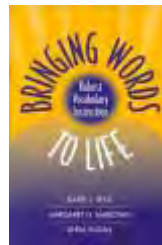
the beliefs, behaviors, attitudes, and interactions that form the fabric of life in our best classrooms and schools, focuses on the specific things that great teachers do... that others do not.



Reading Reasons
By Kelly Gallagher

This book introduces and explains in detail

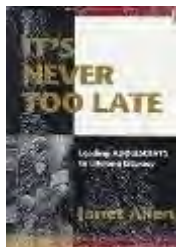
nine specific "real-world" reasons why students should be readers, as well as forty practical, classroom-tested and reproducible mini-lessons that get to the heart of reading motivation and can be used immediately in English (as well as other content-area) classrooms.



Bringing Words to Life
By Isabel Beck

Bringing Words to Life succinctly addresses the

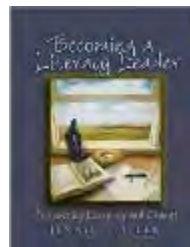
challenges of teaching and developing vocabulary, providing research-based, clearly spelled-out strategies and many, many rich examples. It gives teachers the tools they need to effectively increase students' vocabularies.



It's Never Too Late
By Janet Allen

Dr. Allen has always had a special interest in

working with students who are at risk in terms of literacy and has spent much of her teaching career researching and working with these students. Anyone working with "at-risk" students will find here a reflection of their own experiences, plus thoughtful and creative strategies for making those experiences positive ones.



Becoming a Literacy Leader
By Jennifer Allen

Becoming a Literacy Leader chronicles the

work of Jennifer Allen, an elementary teacher who moved to a new school and a new job as a literacy specialist, and found herself tackling everything from teacher study groups to state-mandated assessment plans. This insider's view helps to define what leadership looks like and shows how to create an environment that fosters professional development.