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## President's Message

By: Brian Dorman, FLCA President  
Sanford Middle School Reading Coach,  
Seminole County Public Schools

Now that we are nearing the end of the 2006-2007 school year, it is time to begin thinking about next year's FCAT. Do you know how your students would do on the 2008 FCAT if it were given tomorrow? If you do, that's great! If you don't, I encourage you to take the time to reflect on the process that should be in place to help you develop the data that can answer that question. Utilize the collective knowledge of your Literacy Leadership Team.

Did you realize that approximately 25% of the instructional time before the next FCAT is from now until the end of school? I feel that it is important to share that statistic with the teachers. They should really understand that they are preparing their students for the next FCAT now!

I look forward to seeing you April 20 and 21 at the Secondary Reading Conference located in world's most famous beach, Daytona!

Respectfully,



Brian Dorman



## Upcoming FLCA Events

- April 20-21, 2007 Florida Secondary Reading  
Council Conference @ Daytona  
Beach
- April 20, 2007 FLCA Board Meeting  
SRC Conference  
Daytona Beach, FL  
4:30PM in Granada Room A
- August 5-8, 2007 Just Read, Florida! Leadership  
Conference @ Shingle Creek  
Resort, Orlando

## By The Numbers

- 559 Current membership  
61 Districts Represented  
3 Other states represented  
1 Other country represented

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States: Kentucky, South  
Carolina, and  
Pennsylvania

Country: Okinawa, Japan

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## Research Review

### ***Literacy Coaching: A Handbook for School Leaders***

By: Dale Moxley, Principal  
Round Lake Conversion Charter School  
Co-author, *Literacy Coaching: A Handbook for  
School Leaders*

The task of improving the literacy ability of our students in America is foremost in most educators' minds today. High stakes accountability is the name of the game in education. Teachers and administrators are held accountable for making one year's growth or more with their students, and the students' abilities to read

*Please see Research Review on page 3*

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## Research Review continued

and write are key to their success. Our past success, however, is not very impressive. Consider these headlines from the national scene:

- 17 year olds' performance on standardized reading tests basically stagnant for 20 years
- 51 percent of students taking the ACT in 2005 showed they were ready to handle the requirements of first year college.
- More than half of students at four-year colleges lack the literacy to handle complex, real-life tasks.
- Majority of Chicago welfare recipients read below the fifth grade level.

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Relationships are  
the key to success.  
(Moxley, 2006)

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These and other facts indicate there is a desperate need for change.

Enter the Literacy Coach! Coaches have a great opportunity to impact a significant percentage of students and the faculties in their schools. The relationship the coach develops with the administrator will be a key to the coach's success and hopefully lead to increased literacy coach effectiveness throughout the school. As most of us know, if something is visibly important to the school principal, then it is much more apt to be successful.

There are several things the coach can do to develop this coach-administrator relationship. Many principals have regular meetings with their assistant principals, guidance counselors, grade level or department chairs, or team leaders. The literacy coach should ask to be a part of this school team. This shows the other school

*Please see Research Review on page 4*

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“The literacy coach should always involve the principal and administration in the celebration of literacy accomplishments.”  
(Moxley, 2006)

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## Research Review continued

leaders that the position is important to the principal and thus becomes important to them! Participation in these meetings is the perfect venue for the literacy coach to inform the school instructional leaders of important current events in literacy. In return, and for the same reasons, the literacy coach should make sure that the principal is on the school literacy leadership team and that meetings are scheduled at a convenient time so the principal has a high probability of attending the meeting. One successful literacy coach met with the principal before each faculty meeting and discussed the state of literacy for that week. The principal often used one of the current literacy strategies. Such meetings are the perfect time to inform the administration of some specific things to look for during their regular classroom walk-throughs and help formulate reflective prompts.

In addition, the literacy coach should always involve the principal and administration in the celebration of literacy accomplishments. They should be the first to know so they can reinforce and support the good work of all faculty members. Strengthening the relationship between the administration and the literacy coach will ultimately result in helping send the message to all that improving literacy is job one!

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## Help Wanted

### Volunteers Needed

FLCA Exhibit Hall booth

Are you going to Daytona? Do you think you will have an hour or two to spare? If you answered yes to either question, you may be able to help staff the FLCA booth

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## Help Wanted Continued

at the SRC Conference. To express interest, contact Beryl Rogers via email at [rogersb@stjohns.k12.fl.us](mailto:rogersb@stjohns.k12.fl.us).

## In the Spotlight

### ***The Literacy Coach by Enrique Puig & Kathy Froelich***

Puig, E., & Froelich, K. (2007). *The Literacy Coach*. Boston: Allyn & Bacon Education.

ISBN 0-205-49167-7



Literacy coaches are becoming a fundamental part of every successful literacy program. Across the country educators are looking for solid research-based models that support literacy coaching in their schools and they are turning to Enrique Puig and Kathy Froelich for assistance. For the past 33 years, Enrique and Kathy have dedicated their careers to literacy and reading excellence and have provided a guiding light for the professional development of teachers and literacy coaches. Their unique school-reform model backed by research, theory, and practices will help teachers implement the four cornerstones of a successful school reform model. Their research is grounded in the philosophy that literacy coaches are to provide professional development across a broad landscape of opportunities, ranging from facilitating a workshop to supporting school literacy leadership teams in conducting collaborative action research. Enrique and Kathy present educators with an ethnographic perspective on literacy coaching by taking a view of professional development on a continuum of coaching. Their book is written in a conversational format with

*Please see In the Spotlight on page 6*

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## In the Spotlight continued

application scenarios and discussion questions that provide readers with ideas, schedules, and guiding principles to support current and future literacy coaches.

*The Literacy Coach* is the perfect resource for expert coaches or anyone in elementary through high school looking to become a literacy coach for the first time!

### Meet the Authors

**Enrique A. Puig** is the Director of the Florida Literacy and Reading Excellence Center at the University of Central Florida. He is a certified Reading Recovery teacher and Literacy Collaborative trainer. In addition to being president of the Orange County Reading Council (Florida), Enrique serves as an elected board member of the American Reading Forum and continues to work with students. He is author of *Guided Reading and Spanish Speaking Students* (Scholastic).

**Kathy S. Froelich** received her Ph.D. from Fordham University in New York and has provided professional development opportunities to teachers and literacy coaches at the national level. In addition to her years of classroom teaching experience, she has taught at Agnes Scott College and Thomas University. She is currently teaching at Florida State University and is an independent consultant.

*\*To find out more information about The Literacy Coach, please contact Carolyn Forest at 888-877-7824 ext. 9016 or [carolyn.forest@pearsoned.com](mailto:carolyn.forest@pearsoned.com).*

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