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President's Message

By: Brian Dorman, FLCA President
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Hopefully, everyone had a wonderful Winter Holiday from school that was spent with friends and family. Now that you came back to school well rested and are into the second semester, it is time to continue the important work of getting all our students prepared to think on their own as they encounter a wide variety of text.

I am sure that you are busy getting prepared for the FCAT, as am I. Remember, this is a great time to visit classrooms in order to impact more teachers and students. Moreover, sharing positive experiences with teachers will help open more doors.

Respectfully,



Brian Dorman

Upcoming FLCA Events

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|-------------------|---------------------------------------------------------------------------------|
| April 20-21, 2007 | Florida Secondary Reading
Council Conference @ Daytona
Beach |
| August 5-8, 2007 | Just Read, Florida! Leadership
Conference @ Shingle Creek
Resort, Orlando |

By The Numbers

State: Kentucky

Country: Okinawa, Japan

546	Current membership
61	Districts Represented
1	Other state represented
1	Other county represented

Research Review

Galm and Perry (2004) summarized lessons learned from research conducted as part of the Edna McConnell Clark Foundation's program. The program, "aimed at helping districts improve middle school achievement, has successfully used school-based staff developers to improve both teacher and student learning."

In three of the traditionally lowest performing middle schools in San Diego, "standardized test scores are up significantly. Two of the three schools more than doubled the state-set targeted increase in test scores between 2002 and 2003." Additionally, schools in Texas were able to reverse the "trend of middle school students losing ground in reading comprehension" (Galm & Perry).

The five lessons learned from the study are as follows:

1. The focus must be on student achievement and teacher performance.

Galm and Perry stated "results were best when ownership for the plans shifted from principals to staff developers and teachers."

2. Be clear about the staff developer's mission and role.

The most effective practice was when principals "set clear expectations for how the staff developers should work with teachers, communicated with the

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Lessons Learned:

1. Focus on student achievement and teacher performance.
 2. Be clear about mission and role.
 3. Support staff developers.
 4. Build relationships with district and other schools.
 5. Acknowledge mismatches and be willing to make changes.
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“Coaching adults is difficult and not for everyone.”
(Galm & Perry, 2004).

Research Review continued

staff developers regularly, and gave them discretion in working with individual teachers.” Furthermore, “clearly defined roles helped ... build and sustain confidentiality and trust” (Galm & Perry). Finally, it was important principals “avoid asking staff developers to substitute teach, manage materials, or administer tests.”

3. Support staff developers.

Galm and Perry found “staff developers benefited from structured opportunities to meet and talk with one another.” These sessions were focused on strengthening content area knowledge as well as research based instructional practices.

4. Build relationships with district staff and other schools.

“Not only is trust important within the school, but trust between schools and with district administrators also are essential for building communities of learners” (Galm & Perry).

5. Acknowledge mismatches and be willing to make changes.

“Coaching adults is difficult and not for everyone” (Galm & Perry). Coaches must be able to effectively model reflective activities and be able to develop in their new roles within the school as well. Galm and Perry found that “teachers who became staff developers struggled with their new role, particularly in the first six months.” Many found that principal and mentor support helped, however some remained uncertain about their job and many found they were not a good fit for the position.

Reference:

Galm, R., & Perry, G. S., Jr. (2004). Coaching moves beyond the gym. *Journal of Staff Development*, 25 (2). Retrieved January 8, 2007 from <http://www.nsd.org/library/publications/jsd/galm252.cfm>.