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## President's Message

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

Hopefully everyone had a good experience with their Florida Writes! FCAT tests. Next up is the Reading, Math and Science FCAT tests. They will be here soon.

In early February, I had the opportunity to speak with Senator Constantine over the telephone. After thanking him for continuing to support reading education, we had a good conversation about what coaches do and do not do in schools. At the end of our 15 minute phone call, I asked him to continue supporting reading coaches in the state. Overall it was a great experience and not difficult to set up. Josh and the other people at the Foundation for Florida's Future made this a great experience by taking care of all the arrangements.

Be sure to check out our new web address! The Coach's Corner is a restricted page requiring a user name and password. Members may send an email to [info@floridaliteracycoaches.org](mailto:info@floridaliteracycoaches.org) for that information.

Check us out at [www.floridaliteracycoaches.org](http://www.floridaliteracycoaches.org)

Have a wonderful week.

Respectfully,



Brian Dorman



## Upcoming FLCA Events

- April 4, 2008      UCF Literacy Symposium  
Orlando, FL  
[http://education.ucf.edu/litsympo  
sium](http://education.ucf.edu/litsympo<br/>sium)
- April 18 – 19, 2008      Secondary Reading Conference  
Panama City, FL  
[http://srcfl.org/conf2008/index.ht  
ml](http://srcfl.org/conf2008/index.ht<br/>ml)

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States: Pennsylvania &  
South Carolina

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## By The Numbers

- 559      Current membership  
61      Districts Represented  
2      Other states represented

## Nominations Are Open for FLCA

We are accepting nominations for vice president, treasure, corresponding and recording secretary. Anyone wishing to run for office needs to submit a bio of no more than 100 words. Send your information to [Stacie.kagel@sdhc.k12.fl.us](mailto:Stacie.kagel@sdhc.k12.fl.us) or phone 813-300-8426 by April 5th.

All candidates will have time to speak during the Sunday Conference at Just Read.

Elections will be held June 29 at Just Read Florida. Members will vote at the booth.



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## Book Review

### *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*

By: Toniamae Lopez Dykes  
Area 6 Representative

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Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, ME: Stenhouse Publishers.

There is no doubt that vocabulary instruction must be a high priority in all classrooms. Every content area has specialized vocabulary that is essential to understanding the subject matter. The National Reading Panel concluded that vocabulary should be taught both directly and indirectly. Yet, many teachers still struggle to get beyond teaching from lists of vocabulary words. Janet Allen's new book, *Inside Words* merges current research and sound instructional practices to provide teachers with a variety of strategies for teaching vocabulary.

Each chapter of the book focuses on a different teaching strategy. Allen explains each strategy and how it works, as well as when and how to use it. She provides examples for using the strategies in different content areas. The appendix contains 20 graphic organizers in both English and Spanish, and the book comes with a CD with printable versions of each organizer. This simple format makes the book easy to read and to use.

## Ideas from the Front Lines

### All the News That's Fit to Print

By: Heather Henderson, Reading Coach  
Heritage Middle School  
Volusia County Public Schools

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I love a captive audience. Give me a classroom of students or an auditorium full of teachers and I'm a happy coach. But as more and more demands are put on our teachers, I have started feeling guilty asking teachers to sit through yet another professional development session on literacy

(It's the catch-22 of coaching: in order to help my teachers in the classroom, I need them to not be in their classrooms.). So, in order to maximize my effectiveness as a coach and my teachers' limited time for learning, I borrowed a cue from all the online e-zines and e-newsletters I currently

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receive, and created Read Right!, a simple two-page newsletter that I attach to a staff email to highlight reading best practices and reading strategies that I know work for my school.

In each weekly edition, I highlight best practices in literacy, a reading strategy of the week, as well as spotlight teachers on campus that have had success incorporating reading in their content areas. I've also been known to dangle a prize carrot or two to encourage my faculty to read the current issue or try a new strategy.

Since I'm not very tech-savvy, I used a template from Microsoft Office and customized it to fit my needs. I send my newsletter out once a week and follow up with teachers through coaching conversations as the week progresses. What works for me and my school may not work for another coach, just as one strategy doesn't work for all readers; so I tailor my newsletter-staff development based on what they already know or what I know they are ready for. For instance, early newsletters in the school year focused on identifying struggling readers and the benefits of finding reader-fit for the textbooks. When the moaning and groaning about our curriculum maps started, Read Right! suggested focusing instead on enduring understanding, a concept I learned through a Beacon online

class when completing competency 3 for the Reading Endorsement.

Current issues of Read Right! reiterate our school game plan for the FCAT, reading strategies that help increase comprehension on all the FCAT's and the strategies we have in place as a school so that we help, instead of hinder each other. Is everyone in my faculty reading? No, of course they are not. You'll always have someone grading papers during your best live presentation. But I'm increasing buy-in by letting my teachers choose when they want to read and how often. Word of mouth is also helping increase readership as is peer pressure. Since my administration is also sent my newsletter, teachers don't want to be caught unaware if the principal asks them if they've tried the strategy-of-the-week. My newsletter has lead to more modeling and coaching with teachers who are ready to try new strategies. It also lets reluctant teachers wade into the waters of literacy instead of being thrown in unwillingly by whole staff/department presentations or administrative requirements.

Will a newsletter ever be a substitute for a live presentation? Probably not. But a staff literacy newsletter is one more conversation starter; one more tool to broaden my reach and effectively use my limited time on campus. And it still gives me a captive audience.

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## Legislative Update

By: Josh Hall  
Foundation for Florida's Future

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With less than a month until the beginning of the 2008 Legislative session, your immediate action to support Reading Coaches is more critical than ever. Congress recently slashed Reading First funds by more than 60%, which will result in a nearly \$31 million cut to Florida. About 25% of reading coaches are funded out of Reading First, as are K-3 materials and professional development. Due to lowering revenue projections in Florida, your state legislators will also be looking for ways to cut dollars from the state's budget. All of this will make maintaining funding for read coaches – much less seeking an increase in funding – even more challenging.

The good news is that when Governor Crist released his recommended budget at the end of January, he included a \$6.5 million increase for reading instruction. However, this does not ensure that the Senate and House of Representatives will include a similar increase in their initial budgets.

One way you can help advocate for reading coaches right now is to meet briefly with your State Senator and Representative in their local district offices. With a 10-15 minute conversation, you can share what a reading coach does, give examples of the impact that coaches have on teacher and student performance, explain why funding for reading coaches is critical, and ask for their support. Most legislators will be in

their districts during the weeks of February 11th and 25th, and these weeks will likely be your last opportunity to meet with them in their local offices before session. In addition, you are always welcome to speak to your legislators when they are in Tallahassee during March and April.

Be sure to check the FLCA website at [www.floraliteracycoaches.org](http://www.floraliteracycoaches.org) for a detailed outline of what you can say when you meet with your legislators. If you have any questions or would like help in setting up a meeting locally or in Tallahassee, please contact Josh Hall at (850) 298-8571 or [josh@afloridapromise.org](mailto:josh@afloridapromise.org).



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## FLCA Area Representatives Email Addresses

Area 1 – Open

Area 2 – Vicki Gillmore  
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Areas 12, 13 & 14 – Sandra Perkins  
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### ATTENTION!!!

Encourage your fellow coaches to join!

MEMBERSHIP FORMS AVAILABLE ON THE  
FLORIDA LITERACY COACHES  
ASSOCIATION WEBSITE  
[WWW.FLORIDALITERACYCOACHES.ORG](http://WWW.FLORIDALITERACYCOACHES.ORG)