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President's Message

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

Happy New Year's and welcome back to school.

Hopefully, you are looking at your data with your teachers to determine trends. The key question to remember: what does the data show about student learning? The answers to that question provide wonderful opportunities for discussion and dialog with your teachers, department leaders and administration.

Keep striving for learning as we quickly approach the FCAT testing dates.

Please 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 for that information.

Check us out at www.floridaliteracycoaches.org

Respectfully,



Brian Dorman



Upcoming FLCA Events

January 25, 2008 FLCA Board Meeting
University of Central Florida
Orlando, FL

By The Numbers

States: Pennsylvania &
South Carolina

559 Current membership
61 Districts Represented
2 Other states represented

Best Practices: Celebrate Coaching

By: Stacie Kagel, Area 9 Representative
Temple Terrace / Lewis Elementary
Hillsborough County Public Schools

This month we will **CELEBRATE COACHING** in Area 9. What could be a better way to kick off the New Year? Hillsborough County's Reading Coaches have a lot to **CELEBRATE**. We are part of a growing professional learning community.

Before becoming a reading coach in Hillsborough, elementary reading coach candidates receive over 180 hours of training and attend a six week summer institute at a designated "Reading Camp" in the district before receiving the title of "coach". They train the year before they take on the role. They also get many opportunities to be coached, themselves. Once they become official coaches, this "coach-the-coach" philosophy continues for new and veteran coaches alike; through triads set up by the district reading team for supporting each other. Professional development is provided to coaches twice a month by district and state level personnel, and sometimes even published authors and experts in the field.



New Coaches, Genna Velasquez and Samuel Williams are being coached by veteran coach, Krissy Perkins at their summer coaching training.



A reading coach, Jennifer Adkins-Kennedy is modeling a lesson while a teacher observes and takes notes to be used at a post conference in a coaching cycle.

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Dr. Jim Knight of the University of Kansas visited Hillsborough Reading Coaches in June to discuss partnerships in coaching.

For example, in October, elementary reading coaches and reading resource teachers had the pleasure of hearing Ellin Keene, author of *Mosaic of Thought*, present information on the Rumelhart and McClelland Research (1986) on surface and deep structure systems of reading. She not only brought us to deeper understandings of teaching reading comprehension strategies, but led us to being metacognitive about our OWN reading behaviors. Ellin Keene made complex learning easy to understand by allowing us to experience the gradual release model for learning new information that empowered us to take the information back to the teachers and students at our sites.



All 100 Elementary Reading Coaches attend monthly full day training and monthly half day trainings in small group areas to continue professional learning.

We are eager to read her new edition of *Mosaic of Thought* and *To Understand* (newly published). It promises to offer up-to-the-minute insight for classroom teachers, literacy coaches, and school leaders everywhere.

Hillsborough Coaches **CELEBRATE** the vision of our leadership to hold professional development and life-long learning at the pinnacle of everything we do each day as educators. We all learn and grow from each other, but most importantly, we learn from our students!

Online Resources

From Area 9 representative Stacie Kagel

Alliance for Excellent Education.

<http://www.all4ed.org>

A national policy and advocacy organization that works to make every child a high school graduate—to prepare them for college, work, and to be contributing members of society. The Alliance publishes policy and research reports.

Association for Supervision and Curriculum Development (ASCD).

<http://www.ascd.org>

A membership organization for educators at all levels. Publications include books and journals. Educational Leadership provides articles about all aspects of K—12 teaching and learning.

Edutopia. (The George Lucas Educational Foundation).

<http://www.edutopia.org>

Edutopia Online provides a variety of resources related to innovative teaching and learning and exemplary programs K—12. Resources include articles, case studies, research summaries, expert interviews, and lesson plans.

International Reading Association (IRA).

<http://www.reading.org>

A membership organization serving educators, kindergarten through adult literacy. Publications include books and journals—The Reading Teacher, Journal of Adolescent & Adult Literacy, and Reading Research Quarterly.

Literacy Coaching Clearinghouse.

<http://www.literacycoachingonline.org>

A joint project of the International Reading Association and the National Council of Teachers of English, this clearinghouse provides resources for literacy coaches at all levels.

National Association for the Education of Young Children (NAEYC).

<http://www.edutopia.orgwww.naeyc.org>

A membership organization serving educators and childcare workers. Publications include books and journals—Teaching Young Children, Young Children, Beyond the Journal (online publication).

National Council for the Social Studies (NCSS).

<http://www.ncss.org>

A membership organization serving K—12 social studies teachers. Publications include books and journals—Social Education, Social Studies and the Young Learner, Middle Level Learner.

National Council of Teachers of English (NCTE).

<http://www.ncte.org>

A membership organization serving educators from kindergarten through college levels. Publications include books, journals, and weekly e-newsletter—Language Arts, Voices from the Middle, The English Journal; NCTE Inbox (free weekly e-newsletter).

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National Council of Teachers of Mathematics (NCTM). <http://www.nctm.org>
A membership organization serving K—12 mathematics educators. Publications include books and journals—Teaching Children Mathematics, Mathematics Teaching, Mathematics Teacher, Journal of Research in Mathematics, ON-Math (online journal of school mathematics).

National School Reform Faculty (NSRF). <http://www.harmonyschool.org>
A professional development initiative designed to develop collegial relationships, reflective practice, and rethinking leadership in restructuring schools.

National Science Teachers Association (NSTA). <http://www.nsta.org>
A membership organization for K—12 educators. Publications include books, journals, and e-newsletters—Science and Children, Science Scope, The Science Teacher; NSTA Express (weekly e-newsletter), Science Class (monthly e-newsletter).

National Staff Development Council (NSDC). <http://www.nsd.org>
A membership organization for K—12 educators. Publications include books,

journals, and newsletters—Journal of Staff Development; Tools for Schools, T3—Teachers Teaching Teachers.

National Writing Project (NWP). <http://www.nwp.org>
A professional development network for teachers of writing at all grade levels. The site contains many articles about writing instruction as well as reports on the work of teachers and schools affiliated with the project.

Phi Delta Kappa International (PDK). <http://www.pdkintl.org>
A membership organization serving educators at all levels. The Kappan carries articles on topics ranging from assessment to school leadership and reform.

Teacher Leaders Network (TLN). <http://www.teacherleaders.org>
An online community that fosters innovative thinking about teaching and learning through professional conversations as well as other resources.

Teaching Diverse Learners (TDL). <http://www.alliance.brown.edu/tld/>
Resources designed to enhance the capacity of teachers to work effectively with English language learners are available at this website.

Legislative Update

By: Josh Hall
Foundation for Florida's Future

The activity level in Tallahassee is starting to pick up and will continue to build as we approach the beginning of the 2008 Legislative Session. The House and Senate have interim committee meetings scheduled during the weeks of Jan. 7th, Jan. 22nd, Feb. 4th, and Feb. 18th. During these committee weeks, members will receive the results of interim projects completed by committee staff, hear testimony relevant to their work during the upcoming session and review and possibly vote on certain bills. In addition to the Legislature, the Governor's office is busy preparing the Governor's Recommended Budget, which must be presented to each member of the Legislature at least 30 days before the March 4th opening day of session. The Governor's budget is based on budget requests from each executive agency (e.g., the Department of Education) and will serve as a starting point for the House and Senate as each chamber develops its own budget for the state. Towards the end of session, selected members of the House and Senate will come together in a budget conference to settle on a final budget to be approved by both chambers and sent to the Governor.

Given the importance of funding for reading coaches throughout Florida, now is an ideal time to meet with members of your local legislative delegation to request their support for reading funding. You can explain to them what you do (and don't do) as a reading coach, describe the value you add to

classroom education, and ask for their support to increase funding for reading coaches.

If you are interested in speaking up for reading coaches and would like some help in setting up meetings with your local legislators, please contact Josh Hall at (850)298-8571 or josh@afloridapromise.org.



Research Review

Making Instructional Decisions Based on Data: What, How, and Why

By: Brian Dorman
Sanford Middle School
Seminole County Public Schools

In this day of accountability, teachers and administrators are under pressure to be able to demonstrate student literacy growth and use data to inform instructional decisions. For many educators, this is a new way of teaching.

According to Stephens, Pearson, Gilrane, Roe, Stallman, Shelton, et al. (as cited in Mokhtari, Rosemary, & Edwards, 2007), assessment and instructional issues are influenced by the decision making model operating within the school.

Mokhtari, Rosemay and Edwards (2007) described a framework that could be used to provide a “structure and process for organizing, analyzing, and using multiple sources and types for data for instructional decision making” (p. 355). They explained that many educators and administrators spend significant amounts of time collecting data but do not know how to use that data effectively. Mokhtari, et al. further claimed “documentation of student literacy progress” was a weakness because teachers found it to be an “overwhelming and time-consuming task” they did not have the knowledge or skill to do efficiently (p. 354). The systematic use of data to inform instructional decisions “requires leadership, training, and the development of a culture of data-driven decision making and

accountability” (p. 355). The framework focused on three major categories of data:

1. Professional development data – evaluations or surveys of professional development and coaches logs indicating what kinds of activities they were engaged in.
2. Classroom data – teacher surveys of instructional practices, daily lesson plans, weekly schedules, content, and organizational settings (small group or whole group instruction).
3. Reading performance data – standardized tests, informal classroom assessments, and student work samples.

The framework used guiding questions that helped analyze the data, discuss patterns and relationships within the data and construct interpretation that could then be used to set goals and plan action steps. To do this effectively, the framework consisted of five steps:

1. Organize the data into smaller parts so partners could examine it.
2. Select a secretary to record the group’s discussion.
3. Data analysis by partners with each person keeping notes.
4. Team discussions of trends and interpretation after the partners have

had enough time to look at their portion of the data.

5. Team plans how and when they will present their findings and recommendations to the school.

Mokhtari, Rosemay and Edwards also suggested that the framework could be modified and applied in a variety of settings, team sizes and with any type of data sources.

Reference

Mokhtari, K., Rosemary, C. A., & Edwards, P. A. (2007). Making instructional decisions based on data: What, how, and why. *The Reading Teacher*, 61(4). 354-359.



FLCA...What's in it for me?

Thanks for asking! As a member of Florida Literacy Coaches Association you receive a monthly newsletter in addition to political representation for coaches in Tallahassee. The intent of this newsletter is to share local CELEBRATIONS with literacy coaches statewide as well as providing resources that you can use. As a coach, it is nice to read about what other coaches are doing

throughout Florida to share ideas. We hope you have been able to gain insight to guide you through one of your next coaching cycles. Thanks for taking the time to read this newsletter, and being a member of this professional organization. If you have questions or concerns for the organization please email your local area representative.

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ATTENTION!!!

Encourage your fellow coaches to join!

MEMBERSHIP FORMS AVAILABLE ON THE
FLORIDA LITERACY COACHES
ASSOCIATION WEBSITE
WWW.FLORIDALITERACYCOACHES.ORG