

## **Commissioner's Secondary Reading Advisory Panel Recommendations for Consideration**

### **Reading Instruction and Professional Development**

Maintain a strong state focus on prevention of reading difficulties in K-3.

- Efforts to date
  - Access to the Progress Monitoring and Reporting Network (PMRN) provided for every district for grades K-3
  - Video on the 90 minute instructional block for every district
  - Reading diagnostic assessments provided for lowest quartile in K-3 in every district since 2000.
  - Reading coaches provided through Reading First and Reading Coaches Grant, as well as FEFP plans
  - Teacher training for all K-3 teachers in state
  - Provision of research-based reading materials through the state instructional materials adoption process, as well as reviews of those materials through the Florida Center for Reading Research (FCRR).
  - Principal training for all elementary school principals since 2002
  - Parent training for parents of struggling K-3 students
  
- To do
  - Intervention teams/ training
  - Video on differentiated instruction

Be sure that we have a very strong program of remediation and support available in 4<sup>th</sup> and 5<sup>th</sup> grades.

- Efforts to date
  - Access to the PMRN provided for every district for grades 4-5
  - Reading diagnostic assessments provided for lowest quartile in K-3 in every district since 2004-05.
  - Reading coaches provided through Reading Coaches Grant, as well as FEFP plans
  - Principal training for all elementary school principals since 2002
  
- To do
  - Teacher training

Provide intensive reading classes that are targeted to the knowledge and skill deficits of students at Levels 1 and 2.

- Efforts to date
  - FEFP reading plans
  - Intensive reading course

- To do
  - Interim adoption
  - Teacher training

Each "intensive" classroom should have robust classroom libraries and a process to ensure that students read often with a short comprehension check/process to support generalization of thinking as they read.

- Efforts to date
- To do

Develop observational systems that supervisors, coaches and administrators can use to ensure fidelity of implementation of interventions and judicious use of the limited time available for instructional activities.

- Efforts to date
  - Principal Walkthrough for Reading, K-3 as part of DELTA
- To do
  - Develop Principal walkthrough for reading 4-12 as part of DELTA

Have a skillful coach that supports instruction and decision making for student placement and progress within and across the intensive reading classes.

- Efforts to date
  - \$XX provided since 2002 to fund XX coaches
  - training for coach and principal
- To do
  -

Develop systematic state level training materials for teachers who will teach intensive classes.

- Efforts to date
  - Endorsement courses
- To do

Develop a systematic, staged, *multi-year plan* for state level professional development and support of schools.

- Efforts to date
  - Comprehensive K12 dept PD plan
- To do

## Content Area Teachers

Content area teachers must be taught and encouraged to provide instruction and reinforcement in the same reading strategies as are taught in the intensive reading classes.

- Efforts to date
- To Do

Content area teachers must be taught and encouraged to use procedures like the “content enhancement routines” developed at the University of Kansas to focus on critical content in a way that all students will be able to master the essential concepts.

- Efforts to date
  - Project Central
- To do

Each middle school should have a **reading coach** who works with content area teachers to develop their skills in comprehension strategy instruction and teaching essential content.

- Efforts to date
  - 282 schools with coaches 04-05
  - trained
- To do

## Assessment

Administer a quick screening instrument at the beginning of the year to identify Levels 1 and 2 students who struggle with basic word analysis skills and reading fluency problems, for proper placement in intensive reading classes.

- Efforts to date
  - Could this be the SRI/Lexile thing?
- To do

Administer a progress monitoring measure for all Levels 1 and 2 students four times a year. The progress monitoring measure should assess both fluency and comprehension processes.

- Efforts to date
  - Fluency probes 6-8
  - Expansion of PMRN
- To do
  - Training on probes

## Systems

Schedule reading classes in a range of intensity for 1 to 3 hours a day depending on need.

- Efforts to date

- To do

In order to ensure that the limited instructional time available to teachers can be optimally used, attention should be given to implementing school-wide and classroom-wide behavioral support systems that help create a positive work culture within the school and classroom.

- Efforts to date
- To do

Maintain sufficient flexibility in class requirements and scheduling so that schools have the option to schedule large amounts of remedial instruction for students that are performing below grade level in reading.

- Efforts to date
- To do

Provide training for district and school level staff in sources of funds and budgeting for intensive reading classes

- Efforts to date
  - Principals conference
- To do

Develop an implementation plan that presents and lays out the priorities from among the pool of middle school recommendations.

- Efforts to date
- To do

Examine the ratio of narrative to expository text on elementary FCAT

- Efforts to date
- To do