



Department of Education



Senate Education Committee

March 6, 2003

Mary Laura Openshaw

Jim Horne, Commissioner of Education

45-55-65



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Reading Program Inventory

- Over 1,600 reading programs used statewide
- Average of 30 minutes spent on reading in elementary and 46 minutes in high school
- Professional Development for new teachers averaged 2-5 hours; experienced teachers averaged 1-3 hours
- 41% used technology in the delivery
- 68% not evaluated to determine effectiveness

Limited English Proficient

- Over 260,000 LEP students in Florida, 10% of Florida students
- Represent 258 different countries, speaking 207 languages
- 70% speak Spanish
- 11.22% speak Creole



Solution:

5+3+ii+iii=NCLB

Basic Premises of *Just Read, Florida!*

- All but a very small number of children can be taught to be successful readers.
- Prevention of reading problems is far more cost effective and efficient than remediation.
- Reading failure can be prevented by relying on the extensive scientific research base in reading.

Four Main Elements of *Just Read, Florida!*

- Parents and Families
- Community and Business Involvement
- Readiness Community
- Educators



Florida is empowering parents as the first teachers of reading

"I'm A Reader" Kit for every child born in a Florida hospital



Scholastic's Reading Tips for Parents
online at www.myflorida.com/jrf

Summer Reading Activities Kit
for each of the nine weeks of the summer –
online at: www.myflorida.com/jrf



Florida businesses and communities are mobilized to support Just Read, Florida!

Mentoring- Teen Trendsetters™



Public Awareness efforts- Winn Dixie, McDonalds, Comcast Cable, Outdoor Advertisers

Phone line story time -- 1-866-246-3272. Children can read along with a famous reader



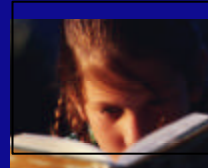
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Ready to Read

Partnership with local readiness coalitions

- Ready to Read Response Team



**Ready to Read, Ready to Learn
Governor Bush's Summit on Early Childhood
Cognitive Development**

October 1, 2002

Public Awareness campaign

- PSAs, donated by Target



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K-12 Educators

*Empowering teachers to
teach reading based on
what works.*

5+3+ii+iii



5+3+ii+iii=NCLB

- **Five essential components of reading:** phonemic awareness, phonics, fluency, vocabulary development, comprehension (5)
- **Three types of assessment:** screening, diagnosis, progress monitoring (3)
- **Initial Instruction (ii)**
- **Immediate Intensive Intervention (iii)**

Interdisciplinary Approach to Teaching Reading

Florida's approach is interdisciplinary at both the district and the university level to combat reading difficulties, incorporating:

Special Education
Psychology
Speech Language
ESOL
School Psychologists



K-12 Educators

Empower teachers to teach reading based on what works.

- Reading Endorsement for Certification
- Florida Center for Reading Research
- Courses for teachers currently teaching
- Up to 100 hours per teacher of free professional development from major instructional materials publishers
- Critical Teacher Shortage Program
- Reading First
- Just Read, Florida! Reading Academies

State's Role in Reading Leadership and Professional Development

- Secretary's Roundtable on Reading
- Governor's Educators' Leadership Summit
- Just Read, Florida! Leadership Conference
- Governor's Summit on Early Childhood Cognitive Development: Ready to Read, Ready to Learn
- Governor's Reading Transition Team



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Reading First Will Help Schools and Teachers Produce Successful Readers



- By targeting struggling readers
- By focusing on high quality, comprehensive K-3 classroom reading for all children.
- By basing instructional decisions on what works.
- By putting the solid research base on reading into the hands of teachers.



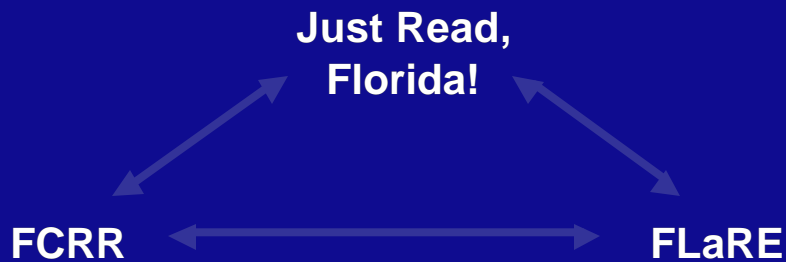
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Reading First Organizational Structure



The Leadership Triangle



School Change is Focused on Student Results!

Research

-Access to most current research of effective instructional practices and continuous networking with other professionals, organizations, schools

Professional Development

-Attend state, region, and local professional development opportunities and Train the Trainer Institutes with national/state experts and mentors

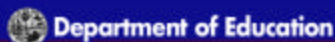


Research-Based Decision Making

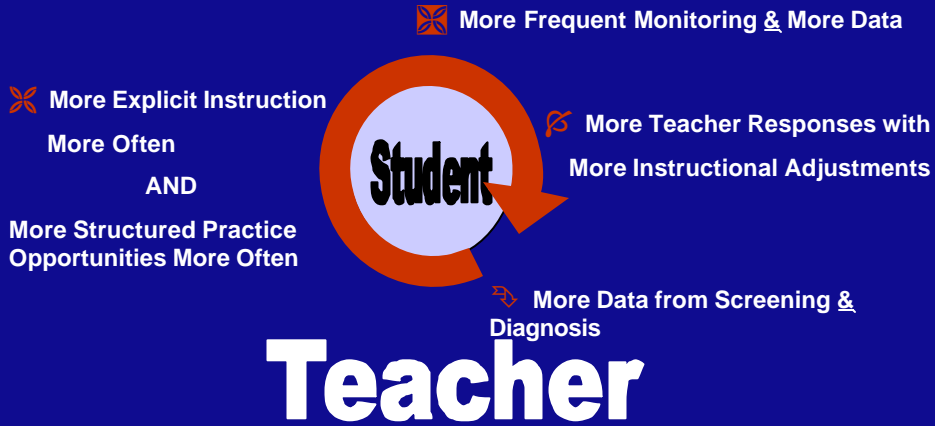
-Collect student progress data to meet accountability standards and make decisions for instruction

Classroom Implementation

-Implement the most effective instructional practices in classroom through coaching, mentoring, and other supports



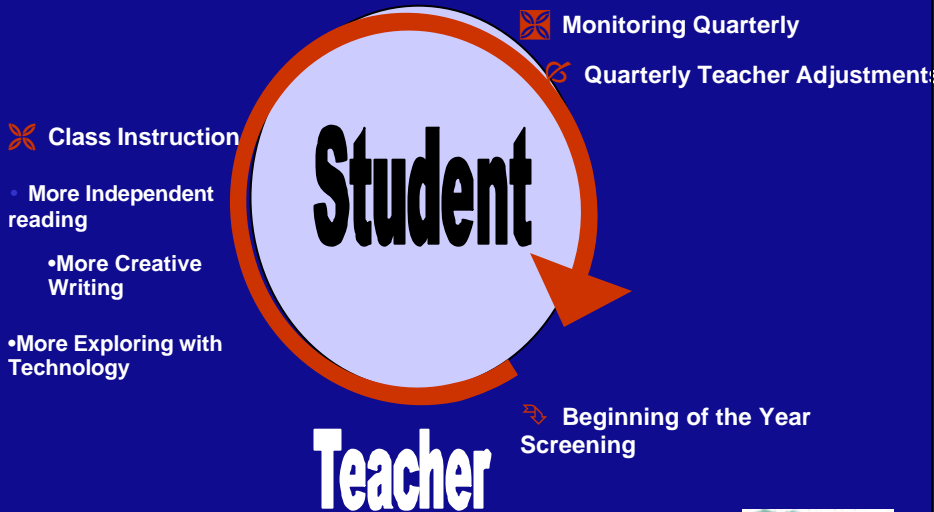
Monitoring Growth of the Struggling Reader



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Monitoring Students on Grade Level or Higher



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“In order to leave no child behind, we need a highly qualified teacher in every classroom.”

(LDA, 2002)



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