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To: Publishers of Florida's Adopted K-5 Reading Programs

From: Elizabeth Carrouth, Director,  
Instructional Materials and Library Media

Kathy Mizereck, Deputy Chancellor,  
Student Achievement and Articulation

Mary Laura Openshaw, Director,  
Just Read, Florida!

Subject: 100 Hours of Professional Development

Date: September 27, 2002

First and foremost, thank you for your commitment to Governor Bush in providing our teachers with the professional development necessary for their success in using newly adopted reading programs.

As part of this agreement with the Governor, we addressed with each of you the need for a clear departure from the standard technical assistance historically provided to schools when a new program is purchased. Based on current conversations with many schools across the state and input from reading research experts, we ask that you take this professional development to the next level with specific plans to cover the following:

#### **Effective Summer Training**

Several districts and schools have reported using a variety of funding sources this past summer to pay teacher stipends for intensive professional development, in some cases up to a full week. This training, we are told, included an overview of the new materials, but emphasized the specific ways your Reading Programs address **5 + 3 + II + III** - 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary) + 3 Types of Assessment (Screening, Diagnosis, Progress Monitoring) + Initial Instruction and Immediate Intensive Intervention. Teachers find it most helpful when your trainers demonstrate how each of these components is implemented in your specific curriculum.

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We ask that every effort be made to provide this professional development to your adopting schools next summer, whether for the full staff and administration or simply for new teachers, in the event this opportunity has already taken place. In addition, for those teachers who did not attend a summer training, intensive professional development must be provided early in the school year to ensure fidelity of implementation to the basal curriculum.

#### **Extra Training for Reading Coaches**

As most of you are aware, schools throughout the state are making a concerted effort to provide much needed reading coaches. The elements of 5+3+II+III, as explicitly addressed in your Reading Program, are vital to the success of our coaches. Our coaches need to understand how your curriculum can be used effectively to implement each of these components, with an emphasis on Immediate Intensive Intervention Strategies.

#### **3-4 Visits throughout the School Year**

It is essential that our teachers continue to have opportunities to ask questions about their new reading programs and to receive feedback from skilled trainers about the way they are implementing the program. It is also very helpful for them to observe model lessons from trainers who are skilled at implementing the program. It is our hope that coaches hired by the schools and skilled trainers from the publishers can work together to increase the fidelity with which your programs are implemented in the classroom.

#### **1 Day Training for Principals**

The research is clear as to the importance of professional development for our principals. This training did in fact occur in many of our schools and districts, and we ask that the publishers maintain a commitment to this important element of professional development with respect to the treatment of 5+3+II+III.

Many of our schools have responded positively to the efforts being made by our publishers. However, many perceive a reluctance on the part of publisher staff to deliver a continuum of in-depth training related to how the reading research is incorporated into your Reading Program.

Please contact Mary Laura Openshaw at 850.921.9969 if you would like to discuss this in greater detail. She will be more than happy to schedule opportunities for us to collaborate on a detailed plan of action for our schools and districts.

Thank you, and Just Read, Florida!

CC: Assistant Superintendents for Curriculum & Instruction  
Instructional Materials Administrators  
District Reading Supervisors  
District Professional Development Contacts  
Registered Florida Representatives, Adopted K-5 Reading Publishers