

# FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

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[www.FASDonline.org](http://www.FASDonline.org)

## PRESIDENT'S MESSAGE

JOYCE MENZ



Dear FASD members:

It is a truly an honor to serve as

the president of our organization this year. In fact, it is a little overwhelming when I stop to think how many of you outstanding leaders and practitioners in our field of professional development could serve very effectively in this role!

During the FASD Leadership Conference each fall, it is the organization's tradition to hold a Past Presidents' Breakfast. The in-coming president is also invited to attend. I attended the breakfast in September and as I looked around the table, I was awed. There were 11 past presidents present, all still involved as FASD members. I believe that is a very positive reflection on our on-going credibility and success as an organization. It also demonstrates the commitment FASD fosters through our collaborative efforts to support educators' continuous learning and development. During the breakfast I also reflected back on past presidents and members who were not there, but who had served very capably in a variety of roles, and on my early years of membership in FASD.

When I first became a member of FASD in about 1985, I volunteered to

serve on the fall conference planning committee and served as program editor for several years. During that time I came into contact with many of the early leaders of our organization, and as a new-comer to the field of staff/professional development, I knew I had much to learn from them. Since I am feeling nostalgic, let me mention a few of those leaders' names: Louis Morelli (D.O. E.), Ava Byrne (D.O.E. at the time), Millie Mizell and Larry Ross (Sumter Co.), Faye Cake (Alachua), Will Still (Orange), John Lizer and Al Soriano (Hillsborough), Rosa Harvey-Pratt and Joanne Kaspert (Miami-Dade), Jim Coe (Hamilton), Janey DuPont (Gadsden), Stephanie Webb (Lee), Theresa Vernetson (U of FL), and of course, my mentor and supervisor, Mike Purinton (NEFEC at the time) who first suggested that I join FASD. I had tremendous respect for them and I did learn a great deal from them (and still have the opportunity to learn from some!). Their legacy as FASD members is a powerful one. They represented all sizes and varieties of districts, higher education and consortia. Each was committed to making FASD an excellent organization, to teacher and administrator growth, and to working together and sharing their knowledge and skills for the betterment

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FASD Spring Forum  
April 14 - 15, 2008  
Melbourne, Florida

## 2007 FASDLC Round Up: HAPPY TRAILS TO YOU

### Terry Tanner-Smith



Terry Tanner-Smith is co-chair of the FASDLC Planning committee.

Saddle bags bulged with strategies to connect professional development planning and evaluation for the 225 state, district and school based leaders attending this year's Florida Association for Staff Development Leadership Conference. The theme of the 2007 FASDLC Round Up: **2007** Corraling Planning and Evaluation tied together a presentation series on the four components of the Florida Professional Development System Protocol.

Featured keynote speakers, Robby Champion and Julie Hansen branded the importance of frequent data analysis and flexible planning based on evaluation results. The DOE Update, which always spurs great interest among Fall

Conference participants, lassoed the impact of the latest legislation on educational practices. Presented by Kathy Hebda, Chief of the Bureau of Educator Recruitment, Development and Retention "green horns" and veterans alike celebrated the success of



the Great Florida Teach-In and the 40% reduction in the total number of vacancies on the first day of school over last year. The looming shortage of principals, assistant principals, and teachers emphasized the continuing need for quality professional development. Breakout and Hot

Topic sessions expanded on the keynotes offering more room for growth than a 10-gallon hat.

A bonanza of opportunities to network with exhibitors, colleagues, and award winning practitioners in professional development added rich conversations to informal gatherings. Mary Ann Ahearn, FDLRS/NEFEC and Kathy Hebda, DOE received a Distinguished Service Award for their gitty up in coordinating the first FASD Leadership Academy and guidance of the state professional development efforts respectively. For more information regarding future FASD Conferences please visit our website at [www.FASDOnline.org/](http://www.FASDOnline.org/).

## Upcoming Professional Learning Experiences Abound For Educators

### Debbie Cooke



Debbie Cooke is Executive Director of FASD.

Mark your calendars now for some "not-to-be-missed" learning experiences for professional educators.

NSDC's 39<sup>th</sup> Annual Conference – Dallas, Texas on December 1 – 5, 2007. Join more than 3,500 educators as we make connections and form lasting relationships to support and improve our professional work. For more information, visit the website at [www.nsd.org](http://www.nsd.org).

33<sup>rd</sup> International Alliance for Learning Conference – Atlanta, Georgia on

January 17 – 20, 2008. Join this group in Atlanta to develop your skills and capacity to make a difference in the lives of learners. Meet learning practitioners from around the world to support your work throughout the year. For more information, visit the website at [www.ialearn.org](http://www.ialearn.org).

FASD Spring Forum – Melbourne, Florida on April 14 and 15, 2008. Reunite with FASD colleagues as we continue to explore implementation challenges and triumphs surrounding the Florida Professional

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## REGION I AREA NOTES

Anthony Cooley

Superintendents in Region I are concerned that relief is needed in the area of Class Size Reduction. The group feels that flexibility should be provided in how districts have to comply with the amendment. Dr. Wayne Blanton, Executive Director, Florida School Boards Association, said that while school districts "have done a pretty good job of getting to the school level, the big problems are going to come as our schools try to meet the per class level." Superintendent Calvin Stevenson of Washington District Schools stated that another problem is finding the teachers to fill those extra classes. They're College

grads, but they're having to go back to school to earn their teaching certificates.

How does this issue impact Human Resources/Staff Development departments across the region? In most districts it is a struggle just to get teachers to fill the vacant and new positions that result from the amendment. Teacher recruitment and retention efforts are underway, but the problem remains. We know from the research that the most important factor in student achievement is having a high performing teacher in the classroom. We also know that effective teachers boost student achievement scores


and that outstanding principals establish the climate for excellence. So what can we do to mesh these truths into practice.

Districts need to work together and learn from each other as they face these challenges. Take advantage of free services that are available from organizations like FASD and NSDC.

Wouldn't it be wonderful if the whole region could become a community of learners sharing best practices, free resources, and success in the quest to do the best job possible for our young learners.

Anthony Cooley is with PAEC.

**Region I:** Anthony Cooley  
Bay-Calhoun-Escambia-  
Franklin-Gadsden-Gulf-  
Holmes-Jackson-Jefferson-  
Leon-Liberty-Madison-  
Okaloosa-Santa Rosa-Taylor-  
Wakulla-Walton-Washington



Join me at the  
FASD Conference

**Invite a new professional  
developer to our  
Florida Association for  
Staff Development  
Spring Forum  
April 14 - 15, 2008  
Melbourne, Florida**

## 2007 OUTSTANDING STAFF DEVELOPMENT AWARDS

Debra Elliott

Many of our school and district professional development initiatives are worthy of recognition for their contributions to high quality staff development and to increasing student achievement in the state of Florida. Since 1981, the Florida Association for Staff Development (FASD) has honored individuals, schools, and districts with this award. The following recipients were recognized at the FASD Fall Leadership Conference Awards Luncheon on September 25<sup>th</sup>. The award application required respondents to describe how the professional development program demonstrated excellence or a promising practice in one or more of the Florida Professional Development Protocol Standards and to summarize the relationship between the professional development effort and changes in teacher practice and increased student performance. Listed below are the award recipients for 2007. Congratulations and thank you for your commitment to professional development!

### Faces in the Crowd







PRESENTED TO  
National Center on Instruction  
Florida Center for Reading Research  
in recognition for  
Outstanding Staff Development Planning Practices  
Region 1  
Jane Meadows accepting on behalf of  
Dr. Joe Torgensen and Dr. Marcia Kosanovich



PRESENTED TO  
FDLRS Associate Centers Network  
FDLRS Administration / HRD Project  
NEFEC, FCIM, FLDOE BEES  
in recognition for  
Outstanding Staff Development Delivery Practices  
Region 2  
Susan O'Rear and Mary Ann Ahearn



PRESENTED TO  
Orange County ESE/Multilingual Services, FIN/Orange,  
FDLRS/Action Resource Center  
in recognition for  
Outstanding Staff Development Practices  
Region 3  
Ruthie Rieder, Stacey Christophel, Sheri Fiskum, Becky Finn, Roxie  
Cohen, Lillian Sigler, Dawn Kirkpatrick, Ingrid Cumming, Lynn Berger



PRESENTED TO  
St. Lucie West K-8 School  
in recognition for  
Outstanding Staff Development Practices  
Region 3  
Debbie Iseman accepting on behalf of Susan Mannion and Pam Fredrick  
of St. Lucie West K-8



PRESENTED TO  
Broward County Public Schools Human Resource Development  
Professional Development Support Unit  
in recognition for  
Outstanding Staff Development Practices  
Region 5  
Tanya Martin, Coordinator of Professional Development Support



PRESENTED TO  
Mary Ann Ahearn  
in recognition for  
Outstanding Contribution to FASD  
Debra Elliott, Vicki Crisp, Jane Meadows, Mary Ann Ahearn



PRESENTED TO  
Kathy Hebda  
in recognition for  
Outstanding Contribution to FASD



Debra Elliott, Coordinator  
Office of Professional  
Development  
Heartland Educational  
Consortium

## FHSAA LAUNCHES COACHES EDUCATION

Paul McLaughlin

The Florida Department of Education established criteria for "Coaching Endorsement" back in the 1980's. At the time, there were few programs on the market to choose from and little technology to support them. With the advent of technological advances and the convenience of personal computers in homes and schools, there is a more advanced state-of-the-art method to deliver this subject material. The FHSAA provides the least expensive and most user-friendly alternative for the certification of coaches.

### The Need:

The athletic coach is frequently the most influential adult with whom a student-athlete comes into contact during his/her secondary school experience. It should be the goal of every school district to maximize the positive outcomes of this relationship, both in athletic competition and preparation for competition in later life. After all, isn't education about preparing students for later life?

As school administrators, we realize the backbone of our respective school athletic programs truly lies within the personalities and skills of our respective coaching staff personnel. A quality teacher-coach, who works from a child-oriented perspective,

will provide training, support and leadership that is not only educationally based but which parallels the vision and mission of the interscholastic extra-curricular program as well as the mission of the school district.

Likewise, we have all become increasingly aware of the peripheral influences that now impact our school athletic programs. These persuasions range from programs like Junior Olympics, club sport programs (USVBA, USA Wrestling, etc.), privatized/individual skill instructors, AAU and the like. In their most basic form, these are not negative options for our young people; however, the one "unknown" in each is whether the leadership and direction provided in the opportunity is educationally based and "student-first" in philosophy.

The most important premise that must continue in educating our students, parents, communities and even our own coaches is that *interscholastic athletics offers something that no other sport environment available to our youth can deliver: consistent educational based instruction, guidance, role-modelability, age-appropriate teaching environments, a school-to-activity relationship, and citizenship training along with many other lifetime skills.*

The Florida High School Athletic Association (FHSAA) has worked closely with the National Federation of State High School Associations (NFHS) to develop a Coaches Education Program.

Currently two courses are available, (1) NFHS Fundamentals of Coaching and (2) NFHS/American



Red Cross (ARC) First Aid for Coaches. Upon completion of either course, the participant can print a certificate of completion. Sport specific courses are being developed in conjunction with the various sport national governing bodies (for example, USA Basketball) and will be made available as these courses are completed.

**Specifics about the NFHS Fundamentals of**

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### Coaching Course:

The NFHS Fundamentals of Coaching Course is presented Online in a state-of-the-art manner by utilizing various media. The user is presented with informative segments, inter-active segments that the user completes, and video vignettes where the user can see how a coach should act and sometimes how a coach



should not act.

The course is designed to assist the coach in becoming a successful interscholastic teacher/coach. However, how each coach defines success as a teacher/coach is critical in determining whether or not the students will experience a developmentally appropriate, enriching experience through their participation in interscholastic athletics. The course goal is to provide each coach with the skills and strategies to help their respective students

maximize their physical, social, personal and psychological development and competitive success. The Online Version of the Fundamentals Course costs \$50.

The overall course is divided into six units:

**Unit 1:**  
Educational Athletics and the Role of the Coach

**Unit 2:**  
The Coach as Manager

**Unit 3:**  
The Coach and Interpersonal Skills

**Unit 4:**  
The Coach and Physical Conditioning

**Unit 5:**  
The Coach as Teacher

**Unit 6:**  
Florida Component  
Advantages of the Online Version include:

Learning is paced to the individual

An engaging, interactive experience

More consistent delivery

Start and stop when you need to.

The first two units can be taught in a classroom setting with interactive participation among both experienced and entry-level coaches. The remaining four units are taught Online and each coach will complete these units at their own pace. This format is termed a "blended" course.

The Blended Version can also be custom tailored by each individual school or school district. The indi-

vidual school or school district can add to the content taught in the blended version by including specific local policies that are unique to that school or school district. The Blended Version costs \$75.

The NFHS Fundamentals of Coaching Course is endorsed by the National Association of Secondary School Principals (NASSP). Additionally, the NFHS Fundamentals of Coaching Course meets National Council for Accreditation of Coaching Education (NCACE) standards.

### Specifics about the NFHS/ARC First Aid for Coaches Course:

An injured athlete is every coach's worst fear. Coaches are responsible for making sure their athletes are safe both at practice and during competition. Parents are counting on the coach to protect their children.

The NFHS/ARC First Aid for Coaches Course is designed to help coaches, athletic trainers and other school staff to identify and eliminate potentially hazardous conditions in various sports environments, as well as recognize emergencies and make appropriate decisions for first-aid care. How to diagnose and treat various injuries, which are unique to athletic participation, is covered in detail. In addition, there are demonstrations of "how to do"

Paul McLaughlin has been on the FHSAA staff since July 1991 and is currently Assistant to the Executive Director. He is a former teacher, coach, school based athletic administrator, district level athletic administrator and contest official at both the high school and collegiate levels.

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## FHSAA Launches Coaches Education

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preventive strapings and taping techniques. This course meets national first-aid requirements mandated for coaches and athletic trainers. The NFHS/ARC First Aid for Coaches Course is only available online at a cost of \$45.

The overall course is divided into six units:

### Outline of Content

**Unit 1:** Coaching Responsibilities and Injury Prevention

**Unit 2:** Preventing Disease Transmission

**Unit 3:** First Aid

**Unit 4:** Breathing Emergencies

**Unit 5:** Prevention and Care for Specific Injuries

**Unit 6:** Sudden Illness

**Final Exam**

**How to get started:**

Access to these courses is through the E-Classroom icon on the FHSAA home page ([www.fhsaa.org](http://www.fhsaa.org)). By

following one additional prompt, the user is directed to the two courses currently available. The user pays for the course by entering credit card information on the secure web site.

### Additional benefits/advantages of the Fundamentals Course:

A six-month membership in the National Federation of Coaches; this membership includes a subscription to the NFHS' *"Coaches Quarterly"* magazine.

Additionally, each membership includes the following personal insurance coverage:

\$5,000,000 Aggregate Limit

\$1,000,000 Per Occurrence Limit (includes Participants Liability)

\$1,000,000 Products/Completed Operations Aggregate

\$1,000,000 Personal Injury/Advertising Injury Limit

\$100,000 Fire Legal Liability Limit

\$10,000 Medical Payments (to non-participants only)

\$0 Deductible

Course completers will receive an additional \$100,000 of personal liability insurance in addition to the National Federation of Coaches membership.

Access to the *"Fundamentals of Coaching"* course online for one full year upon completion. The online portal provides over 30 downloadable coaching documents, forms and resource items.

### About the Florida High School Athletic Association:

The FHSAA 5.6A is recognized in state statute as the governing body for interscholastic athletic competition in Florida. There are over 22,000 head coaches and nearly 100,000 assistant coaches statewide.

## Upcoming Professional Learning

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Development Protocol Standards. Note that the conference is earlier this year than in previous years, so get it on your calendar now. Watch for information to be posted to the FASD website at [www.fasdonline.org](http://www.fasdonline.org).

NSDC's 4<sup>th</sup> Summer Leadership Conference – Orlando, Florida on July 13 – 16, 2008. This conference provides professional learning experiences for teacher

leaders and administrators who support them. Mark your calendars now to join with colleagues from around the nation as we "create a world of wonder through school-based professional learning." For more information, visit the website at [www.nsdc.org](http://www.nsdc.org).

FASD Fall Leadership Conference – St. Pete Beach, Florida on September 22 – 24, 2008. Make plans now to join your FASD colleagues

for the annual leadership conference at the beautiful TradeWinds Resort in Fall, 2008 as we continue our Florida effort in support of NSDC's newest purpose statement, "Ensuring that every educator engages in effective professional learning every day so every student achieves." Watch for information to be posted to the FASD website at [www.fasdonline.org](http://www.fasdonline.org).



# The Do's and Don'ts of Planning and Evaluation

## An Interview with Robby Champion

Cynthia Lott

I spoke with Robby Champion while at the FASD Fall Conference. Take advantage of Robby's expertise with her list of do's and don'ts of planning and evaluation.

We are constantly expecting schools to be more data driven. We are expecting them to take a second and third and fourth look at the data. Yet, we pass ours by and say it is really not something that we have time to do.



**D**o samples in case you can't manage to do the whole thing. Do case studies, do a small sample of the people that you studied. Don't be afraid to say this could be unmanageable but I'm going to try something.

Do share what you've learned because today there are staff developers all over any organization, people who are engaged in some form of improving others' learning and performance. So find some ways to work what you know about program and evaluation into your conversations.



**D**on't try to evaluate a program that has vague, fuzzy goals. Only evaluate programs that already have very specific measurable end points.

Don't decide on your data collection tools before you know what questions you want to have answered about the program. The data collection tools come after you decide what's really of importance to you and your stakeholders.

Don't do it alone. People don't like surprises when it comes to program evaluation. You need everybody in on it because you can't do a perfect evaluation. You want to do one that people will think is worthwhile. You don't want them to poke holes in it.

Don't wait until the end of the program to do the evaluation plan or to start to collect data. Don't say the program is about over, our funding is about over, or now we are going to evaluate. Develop your evaluation plan when you design the program.

Don't be secretive; because then it feels like a 'got ya'. Be very open and honest about it.

Don't downplay the value of formative assessment. Formative assessment can be done impromptu, it can be informal, and it can be done by the people that developed the program. Formative assessment helps you know where you are getting off track and without that then you are not going to get any good summative results.

Don't waste teachers' time. Gather only the data you need and then use all the data you collect right away. Don't gather what I call 'just in case data'. People really resent that.

Don't try to smooth over bad findings, you have what you have. If your findings come out not where you want to be, tuck it under the category of lessons learned. You can make huge strides in a program when you say we really learned it the hard way. Don't make too many requirements on people on the follow-up. Be very specific.

Don't end your program and casually report your results. Have a communication plan for how you are going to report the results and to whom and using what form and what format so that you may squeeze every bit of use out of the data that you can.

Don't be afraid to call for help. Sometimes you just have to bring in experts to help with the heavy lifting. Make a short contract even if you have to do most of the work and you have very limited money. Measurement people can be very valuable in laying it out for you and figuring how to present it.

Don't wait. Go ahead and try something and don't try to make it perfect. Evaluation is never going to improve and our knowledge isn't going to improve unless you try something this year that you didn't do last year. Just try to make it better than it was last year. Then, as you learn more, expand it.

If you are not spending 10% of your time on program evaluation you are not doing your job right. The job is not just planning and implementing, you have to evaluate it so that those data will help you drive your next project.

You are invited to submit a 1,000 word +/- article regarding

- \* Promising Staff Development Practices
- \* High Quality Professional Learning
- \* Book Reviews

cynlott@comcast.net

## President's Message

Joyce Menz

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of all. So... as I sat at the FASD Past Presidents' Breakfast, I truly felt humbled to find myself in this leadership role – I often still feel like a relative new-comer who needs to learn a lot from others.

Legacy, commitment, traditions, success: these are characteristics of FASD because of the actions of many past leaders and members of our organization. More significant, though, is the future we can build on that foundation. Our stated mission for FASD is as follows:

*The Florida Association for Staff Development, Inc. will promote professional growth, leadership and support for those involved in facilitating learning opportunities for the educational community.*

This mission aligns with the recently updated statement of purpose of our national organization, the National Staff Development Council:

*Every educator engages in effective professional learning every day so every student achieves.*

When I reflect upon these two statements, I see

high goals and standards embedded that challenge us every day, that require us to work together and help each other in order to be successful, and that necessitate that we model and support those new to our profession. To that end, FASD conferences, forums, newsletters and regional groups are designed to support our members in their work in districts and schools. While the recently completed first-ever FASD Leadership Academy is our most visible and tangible effort toward supporting those who are new to staff development, we each can also do this in our daily work, whether it is with school-based teachers and administrators, or with district or university level colleagues. Simply put, in order to accomplish our mission, I encourage us all to:

**Be disciplined** in our efforts to apply state and national standards for high quality professional development to improve educator and student outcomes so that others see and experience highly effective profes-

sional development, and will strive to model what they experience.

**Proactively share and promote** the standards with others because we know the standards do work and our influence on others' future practices can be great.

**Support each other** by participating, collaborating, sharing and networking locally, regionally, and state-wide through FASD and other forums.

Lastly and *most importantly*, I encourage us each to **invite a new professional developer to our FASD Spring Forum (April 14-15 at the Melbourne Crown Plaza) or Leadership Conference (September 22-24 at the Tradewinds Resort, St. Petersburg Beach)**. Who knows, that "newbie" may be writing a president's column in 20 years, and reflecting back with appreciation on your legacy and professional influence!

*Learning is what most adults will do for a living in the 21st century.*

*Bob Perelman.*



[www.FASDOnline.org/](http://www.FASDOnline.org/)

**Florida Association for Staff Development  
Spring Forum  
April 14 - 15, 2008  
Melbourne, Florida**



# Faces in the Crowd





FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT  
FASD Officers and Board Members 2007—2008



### Officers

<b>P R E S I D E N T</b>	Joyce Menz	Nassau
<b>Immediate Past President</b>	Linda Ferrara	Citrus County
<b>President Elect</b>	Bill Hall	Brevard
<b>Secretary</b>	Vicki Crisp	NEFEC
<b>Treasurer</b>	Cathy Starling	Beacon Educator

### Board of Directors

Anthony Cooley (Region I)	PAEC	Cynthia Lott (At Large)	Lee County
Stacey Christophel (At Large)	FDLRS	Mae Moss (At Large)	Manatee County
Maria Dempsey (Region III)	Orange County	Becky Shermis (Region V)	Kaplan University
Linda Diaz (At Large)	Monroe County	Clyde Sperring (Region II)	Suwanee County
Debra Elliott (Region IV)	Heartland Ed. Co.	Vacancy (At Large)	
Rosa Harvey-Pratt (At Large)	Miami-Dade Cnty	Theresa Vernetson (At Large)	Univ. of Florida

### FDOE Representative

Kathy Hebda	Florida Department of Education
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### Leadership Conference Co-Chairs

Becky Shermis	Kaplan University
Cathy Starling	Beacon Educator

### Board Appointed Position

Debbie Cooke (non-board member)	Executive Director
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### Regional Contacts

**Region I: Anthony Cooley** cooleya@paec.org  
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