



# FASD NEWSLETTER

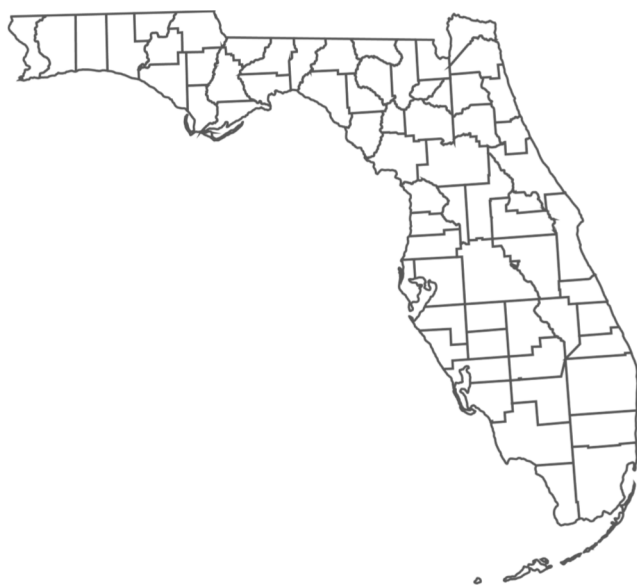
Fall 2016



## HISTORY

The Florida Association for Staff Development (FASD) has its roots in the Florida Teacher Education Center Act of 1973.

This forward-looking legislation established funding for a model collaborative relationship among teachers, school districts, universities, and the Florida Department of Education (DOE).



## BELIEFS, VISION & MISSION

### FASD Beliefs:

1. *Effective and sustained professional learning is fundamental to student learning.*
2. *All educators have an obligation to improve their practice.*
3. *More students achieve when educators assume collective responsibility for student learning.*
4. *Successful leaders create and sustain a culture of learning.*
5. *Improving student learning and professional practice requires ongoing systemic and organizational change.*

**FASD Vision** - *Excellent teaching, learning, and leading every day*

**FASD Mission** - *FASD builds capacity to establish, support, and sustain highly effective professional learning.*

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WHAT'S  
HAPPENING?

# A Message from our PRESIDENT

Carol Milton



It was an exciting time at Spring Forum where we convened as FASD members to cast our “Vote for Quality Professional Learning.”

We had a full slate of concurrent sessions which included a wealth of information and resources for participants to take home to share with colleagues. We can’t thank the Department of Education enough for their participation in our conference. The Spring legislative update is always a key aspect of the Spring Forum schedule for our membership.

The Multigenerational Workplace: Communicate, Collaborate and Create Community session, led by Dr. Jennifer Abrams, provided essential information to assist us in learning to adjust our professional learning designs to better meet the needs of all our stakeholders. Do you remember what generation you are --- Traditionalist? Baby Boomer? Generation X? Generation Y? Millennial? Star Trek – The Next Generation???? No, wait---- that’s the theme for our Fall Leadership conference! Our FASD Leadership Conference co-chairs and committees have been working diligently over the past year to plan and prepare for the Leadership Conference this fall. We hope your schedules will allow you to “beam up” and join us as we take a closer look at Professional Learning: The Next Generation! Please feel free to log onto the FASD website, [www.fasdonline.org](http://www.fasdonline.org) to access more information about this upcoming event. It’s a “trek” you will want to take.

In closing, I have to say that it’s truly difficult to believe that summer is over and another school year is starting! We survived the rush of summer professional learning and eagerly await the opportunity to implement what we learned and reflect on the impact of our practices. It’s always refreshing, as a planner of professional learning, to see the energy and excitement of teachers during the summer. They are so passionate and eager to begin the next year in their professional journey. Isn’t it amazing that each school year provides us with another opportunity to learn and collaborate with colleagues to positively impact the lives of children?

Warm wishes for a successful school year in 2016-2017!

*Regards,*

Carol Milton

President, Florida Association for Staff Development

## Affiliate Leadership Teams Convene in July in Chi-town

Leaders from state and provincial Learning Forward affiliate organizations experienced a wonderful learning opportunity this summer at the annual Affiliate Leadership Meeting in Chicago, Illinois July 23 and 24, 2016. The purpose of these annual gatherings is to support affiliate leaders as they continue to advance the Learning Forward mission, vision and strategic priorities. Specific outcomes for this summer's meeting were:

- Expand the repertoire of ideas for how affiliate members serve as leaders for professional learning in their spheres of influence;
- Explore ways in which affiliate members can access and participate in current and future Learning Forward initiatives;
- Gather ideas from affiliate colleagues for strengthening individual affiliates;
- Examine roles and responsibilities for affiliate leaders in advancing standards for professional learning.

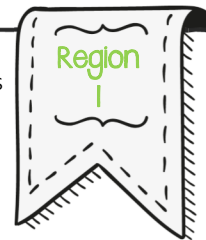
In an attempt to differentiate learning needs for affiliate leaders, four separate strands of learning were offered during Saturday afternoon. Those in attendance were able to select from the following focus areas for learning related to priority focus areas for individual affiliates.

1. Stephanie Hirsh and Janice Poda facilitated a session about ESSA and professional learning possibilities. Participants engaged in rich dialogue related to understanding the opportunities in ESSA for strengthening professional learning; examined tools to use to influence policy and decision-makers at various levels; and began making plans for leveraging the information and resources as affiliate leaders.
2. Michelle King facilitated a session about using EdCamp structures to promote participant-driven professional learning. Those who selected that focus area examined critical components for organizing successful EdCamp experiences and developed plans of action for hosting a local EdCamp as an affiliate team.
3. Joellen Killion lead those in her session through the content from her latest book, *The Feedback Process: Transforming Feedback for Professional Learning*. Session content included opportunities to examine the role of feedback in professional learning, to distinguish among different types of feedback, to acquire tools for engaging in the feedback process, and to explore methods for advancing the application of the feedback process in professional learning.
4. Strand Four was specifically designed for Canadian affiliate leaders. Audrey Hobbs-Johnson led her colleagues in examining the Canadian Study, discussing the potential roles and responsibilities of affiliate leaders in moving this work forward and exploring the ways in which the study may be used to impact practice in Canada and in an international context.

On Sunday, the focus of learning was examination of concepts and key ideas from the report entitled *Beyond Professional Development: Teacher Learning in High Performing Countries* (a report released in January of 2016 by the National Center on Education and the Economy's Center on International Education Benchmarking). Participants reviewed the key findings from the study and determined their alignment with Learning Forward standards for professional learning. In addition, they explored the implications of key findings for informing new and/or existing policies, practices and processes in play in their own states/provinces. Members also reviewed *the Facilitator's Guide for Beyond PD*, a guide developed as a tool for affiliate leaders to use in examining the effects this report may have in shaping the work of state and provincial affiliates. For more information about the content of the report, please visit the NCEE website. (<http://www.ncee.org/BeyondPD/>)

Find out more about how this information will inform our work at the state level when you join our FASD family at our Fall Leadership Conference (FASDLC) on September 19 - 21, 2016. See our website for conference details ([www.fasdonline.org](http://www.fasdonline.org)). Hope to see you in St. Pete.

P.S. Here's another "save the date" for your calendars. Florida will serve as the host state for our Learning Forward family in Orlando in December of 2017 at the beautiful Swan and Dolphin Hotels. Be on the lookout for more information in the days ahead, and plan now to be involved as a member of the affiliate in the planning, hosting and learning that will be done here in our own back yard.



Summer across region one has been extremely busy and as always, one of the highlights was the Panhandle Area Educational Consortium's 49<sup>th</sup> Annual Leadership Conference. More than 350 people were on hand to share in the professional learning which began with a pre-conference event focused on economic development and career and technical education. It was followed by a day and a half of presentations and workshops in which district and school administrators delved into legal issues faced by school and district administrators, learning walks, how to eliminate the achievement gap across all groups, human trafficking and how to continue progress toward ensuring schools are maximizing technology for standards-based instruction.

Across the districts there were specific professional learning opportunities for bus drivers, athletic coaches, and teachers who still need ESOL professional development hours. Regional science teachers were treated to a series of workshops offered by NASA. Math teachers from PAEC member districts joined math teachers from Florida's other consortia, HEC, and NEFEC for the "Promoting Algebraic Thinking" Conference in Orlando. This capstone event wrapped up a yearlong professional development series provided by Florida and the Islands Comprehensive Center for math teachers in Florida's rural districts. The regional FDLRS Centers were extremely busy providing CPI training and updates, Writing Quality IEPs, Co-Teaching, and Matrix training, along with their full assortment of other options.

The Santa Rosa "SPARK: Ignite Your Educational Career" Program is also noteworthy. A plethora of sessions were offered to ensure this group of educators is on fire and ready to for students when school opens.



The summer was a busy time for Region 2! Major shifts in professional learning are happening all around. Innovative models of learning have appeared as reflected in the increase in EdCamps and in the way districts view teachers as active participants, rather than passive attendees. We are seeing teacher leadership, inquiry, and professional learning communities become an integral part of a deep and pervasive belief in continuous improvement shared by many Florida educators. Come see us at the FASD Fall Leadership Conference to learn more and be part of the next generation of professional learning.



The 13 districts that comprise Region IV have been quite busy advancing professional learning! Our continued partnership with University of South Florida provides an ongoing opportunity for us to collaborate and innovate. We meet four to five times a year to bring our ideas to share and discuss national, state, and local initiatives. At our last USF Leadership Collaborative, we welcomed Dr. David Allsopp as the Director of the Anchin Center. We are exploring micro-credentialing and e-badges in some of our districts and USF has agreed to bring some ideas for building a plan for this new professional learning trend with certain high-quality master inservice components. Some Spring/Summer highlights from around our region include:

- ECET2 Symposiums
- Summer New Teacher Orientation and Teacher Induction Programs
- Summer Leadership Academies (heavy focus on professional learning)
- Mentoring Partnership with New Teacher Center
- Summer Learning Symposiums (content and ESE)
- Colleague Circles focusing on a PoP
- Various District-Based Summer Professional Learning Conferences
- New online PL Platforms in several districts to help streamline PL process
- Increased technology-minded PL including EdCamps



Intensive coach training has been the highlight of professional learning in **Collier County** during the past year. Not only have coaches been participating in the Marzano ESSENTIALS training, all site-based and District-based

administrators have participated in the training as well. This fall, the District will pilot the Learning Sciences International (LSI) Tracker platform which will give educators and leadership simple-yet-powerful applications to promote growth throughout the school. The use of the Tracker will make professional learning visible as teachers grow with their peers in a safe, evaluation free zone. We look forward to this next step in the work toward increasing student achievement.

**Palm Beach** schools have a number of Marzano Demonstration Schools which have witnessed student gains.

Teachers and administrators had the distinct pleasure of spending an evening with Jennifer Abrams, author of *Having Hard Conversations* and *The Multigenerational Workplace: Communicate, Collaborate and Create Community*. She spoke to the group on "Having Hard Conversations" which provided the audience with additional strategies to enhance their ability to provide targeted, focused feedback.



### Brevard Public Schools

Brevard Public Schools placed an emphasis on teacher and administrative leadership through training this past year. **Peer Coaching** was offered to a cadre of teachers in all schools. The training developed school based coaches to assist in the creation of a peer coaching culture where teachers are observing one another and learning from the sharing of craft through feedback conversations. A **Teacher Leadership Council** was formed in Brevard and is comprised of District Teachers of the Year who work to promote teacher advocacy, leadership, communication, and service throughout the school district. The Council hosted a Teacher of the Year Summit for all the current Teachers of the Year. During the Summit teachers heard from community leaders and Brian Dassler, Deputy Chancellor for Educator Quality from the FLDOE. Our district continues the **VIPs (Video Instructional Performances)** project to create a learning community of teacher leaders at select schools to digitally create, video-tape, and analyze classroom lessons embedding high-yield instructional strategies linked to the Instructional Appraisal System. As a result, Brevard has a digital video repository of 150 teaching videos online for use by teachers, instructional coaches, peer coaches and administrators for coaching and inter-rater reliability. Brevard Public Schools focused on four professional development strands for school administrators and for educators preparing to be school administrators. **Administrative Pipeline** enhanced instructional leadership skills for educators preparing to be administrators through self-assessments, skill practice with in-basket leadership scenarios, shadowing experiences, speakers and presentations. **Brevard's Assistant Principal Academy** used the Educational Leadership Simulations (ELS), where sitting administrators had the ability to select from multiple solutions and then view the potential outcomes as a result of that choice. The online virtual simulations training allowed Assistant Principals to make decisions in a risk-free, fail-forward environment realizing that every decision or non-decision has a consequence. New assistant principals and select principals participated in **Effective Observation and Feedback for Administrators**. The sessions help to build their capacity, ensure inter-rate reliability, and improve the quality of feedback. Nine school and district leaders attended the National Association of Elementary School Principal (NAESP) *National Principal Mentor Certification* training. As a result, these nationally certified leaders trained 30 principals to serve as mentors for first and second year principals.

Looking to the future, Brevard plans to continue our leadership work with administrators and teacher leaders. In addition, for this school year the district will focus on social-emotional or whole child. A **Leadership Symposium** was held in late July for principals, assistant principals and two teacher leaders from all schools. Our Strategic Plan supports that each child, in each school, in each community deserves to be healthy, safe, engaged, supported and challenged.

### Lake County Public Schools

Lake County Public Schools is increasing their job embedded, **collaborative professional learning time** for teachers. Core subject area teachers in many schools have full release days to work on the **Lesson Study Cycle**. During this time, teachers collaborate with their grade level peers to create standards based aligned lessons. After teaching the lesson, they analyze student work against the expectations of the standard and apply lessons learned. Applying lessons learned requires self-reflection on teacher practice as well as next steps with students. In addition, we have been using **TeachLive** practice. TeachLive simulator is used for Lake County's Clinical Educator Training and Classroom Management course. This allows teachers realistic practice in a safe environment. For the summer, they worked on a math professional learning with Collaborative planning followed up with side by side, in the field coaching and modeling that will be sustained throughout the year. Lake County administrators participated in Targeted Feedback for Teacher Growth over the summer to develop their ability to provide teacher feedback from a strengths and inquiry based approach.

### Orange County Public Schools

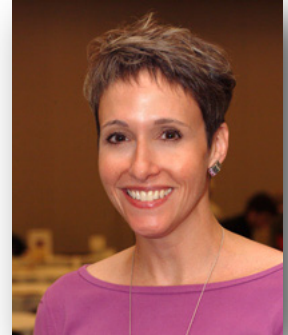
Orange County Public Schools has been busy with teacher training in the forefront! **Facilitative Coaching Series:** The Facilitative Coaching Series (FCS) is a focused series of professional learning developed for our existing school-based coaches. Each course is uniquely designed to support the continuous learning of coaches as they work with collaborative teams at their school sites. As a participant in these courses, the leadership skills of instructional personnel are grown in the context of the school site. Use this link to view the video of the FCS <http://supetube.ocps.net/district-wan-admin/features/N16pvSKVNDK00kuJMeN4>. They supported 574 school based coaches this year in the FCS and a total of 654 coaches (including district coaches).

**Induction:** In an effort to better identify the needs of beginning teachers, a survey was sent to novice teachers (0-3 years), their mentors, instructional coaches, and administrators to guide district plans of support. Participants had an opportunity to share perspectives on the types of support they need and the types of support they currently receive. A total of 1,999 people responded to the survey. Of that, 1,422 were beginning teachers, 340 were mentors, 137 were instructional coaches, and 145 were administrators. Results were used to plan future district wide professional development opportunities to support teachers and improve retention rates, especially in the critical first years of teaching. Support systems were put in place for Instructional Coaches and mentors to build capacity in the school-based induction program. Induction courses were re-designed and aligned with the needs identified in the Beginning Teacher Survey to be rolled out in 2016-2017. 754 beginning teachers (3 years or less) attended Great Beginnings in 2015, 462 beginning teachers (3 years or less) participated in one or more Great Beginnings mini sessions, 672 beginning teachers participated in Beginning Teacher Course Year 1 and 728 beginning teachers from cohort 2014-2015 participated in Beginning Teacher Course Year 2 (with an additional 73 from cohort 2015-2016 and 5 from cohort 2013-2014).

# Looking Back... FASD Spring 2016 Forum

## And the winner.....High Quality Professional Learning!

Delegates from all parts of Florida assembled at the Florida Association for Staff Development Spring Forum in Daytona on May 2 and 3, 2016. After ballots were cast and votes counted, the choice was clear. High Quality Professional Learning was unanimously selected as winner. Voters were likely swayed by the content-rich general sessions that included the latest information from the Florida Department of Education with noted, repeat presenters Eileen McDaniel and Jason Graham, an exemplary practices panel of FASD 2015 Award Winners, and *The Multigenerational Workplace: Communicate, Collaborate, and Create Community* led by keynoter Jennifer Abrams. The electorate was also swayed by a series of high-quality concurrent sessions conducted by some of Florida's leading names in professional learning. Voters also appreciated the opportunity to make their voices heard during district size-alike sessions. FASD President, Carol Milton commended Conference Co-chairmen, Mary Ann Ahearn and Alyson Adams and FASD Board members for work planning, leading, and implementing another extremely successful event.



The FASD Board delegation isn't happy to rest on their laurels. Work for the 2016 FASD Leadership Conference was well underway before Spring Forum ended. You won't want to miss it as we join together to become trekkies to examine *Professional Learning: The Next Generation* as professional learning thought leaders Nancy Dana and Learning Forward's own Fred Brown take the general session spotlight.







Looking Forward...

We can't wait to see everyone at  
the FASD Spring Forum in 2017!

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