

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



FASD SPRING FORUM “PD FIESTA” A SUCCESS

BY MARY ANN AHEARN, SPRING FORUM CHAIR

Professional Development Fiesta 2011

met with rave reviews as participants engaged in meaningful learning and collegial networking. One hundred and sixty-six (166) attendees were engaged in professional learning ranging from Purposeful Learning Communities, Race to the Top Initiatives, Teacher Evaluation and a STEM Update, to Evaluating Impact Aligned with the Protocol, Online Professional Development Resources, and Meaningful Follow up/Evaluation. Florida Department of Education Bureau Chief Eileen McDaniel, Educator Recruitment, Retention and Development Bureau provided everyone with the latest information on legislative and programmatic initiatives which will impact our work in the upcoming school year.

Keynote Speaker Greg Cameron, Senior Director for Mid-continent Research for Education and Learning (McREL), provided useful information on conducting a purposeful community (sponsored by School Specialty). Mr. Cameron defined the individual as “having the collective efficacy and capability to develop and use assets

to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.”

Representatives from Hillsborough, Polk and Collier school districts shared successful professional learning efforts while DOE personnel and independent consultants presented the latest information impacting teaching and learning in Florida’s districts.

This year’s Spring Forum offered an additional feature - facilitated *Size-Alike* Meetings. Professionals were given the opportunity to network with each other regarding professional development, student outcomes, staff development and FASD’s Strategic Plan. Many participants commented that this new format was most helpful in their search for solutions to successful implementation of professional development in their districts.

Hats off to all participants and FASD Board members for making this a successful Professional Development Fiesta!

See photos on last page of newsletter

2011 Leadership Conference

Hidden Treasures - *Pearls of Wisdom*

Marcia Tate-Speaker

"Sit & Get Won't Grow Dendrites"

*20 Professional Learning Strategies
That Engage the Adult Brain*

September 19-21, 2011

TradeWinds Resort
5500 Gulf Boulevard
St. Petersburg, FL 33706
(800) 808-9833 or (727) 363-2200
Group Rate: \$122 per night
Group code: FASD Annual meeting

Conference Fee: \$220.00
Annual membership (\$30) included
After August 26th-\$25 late fee
Total Registration Cost: \$250
(One-Day Fee: \$100.00)



FASDLC will be emphasizing the wisdom and treasures found through on-going and high quality professional learning as part of our celebration of the 30th anniversary of the **Florida Association for Staff Development!** Yes- our organization is turning the big "3-0" this year! Our "theme dress" at the conference on Monday will be black, white and pearls!

Our speaker on **Monday** will be national consultant Marcia Tate. On **Tuesday**, our concurrent sessions will focus on current legislation and initiatives that are the forefront of everything we do in our districts. FLDOE representatives will join us to talk about principal evaluation, *Just Read, Florida!* and Florida's Implementation Plan for Common Core Standards.

National consultant Ann Delehant will offer two Action Labs to help us develop effective facilitation and meeting skills. We also will share and learn from each other across the state through sessions on New Teacher Programs (and the RTTT requirement for a year two program), Lesson Study, Common Core, Leadership Development Programs and leadership skills.

Wednesday, our final morning of the conference will feature our popular regional networking and sharing sessions, followed by an update on FLDOE and legislative information from Eileen McDaniel, Chief, Bureau of Educator Recruitment, Retention and Development.

We hope to see you at the conference!



PRESIDENT'S MESSAGE



The new school year has begun!

The FASD Board is working diligently on preparations for the FASD Leadership Conference and updates to the FASD Strategic Plan. Additionally, many of the board members have taken on new positions, impacting their time commitment serving on the FASD Board.

Registration is now open for the **Florida Association for Staff Development Leadership Conference...**

Hidden Treasures... *Pearls of Wisdom.*

National speaker Marcia Tate will open the conference with **"Twenty Professional Learning Strategies That Engage the Adult Brain."** Breakout sessions will feature such notable presenters as Ann Delehant, FASD member and national speaker, as well as many other renowned Florida leaders. Florida Department of Education staff, including Bureau Chief Eileen McDaniel, will present the latest news and updates from Tallahassee. To register, please visit www.fasdonline.org and click on "Events."

What is the status of the FASD Strategic Plan? Based on your insightful feedback at the FASD Spring Forum, the Board, has incorporated your suggestions and made several revisions. The final FASD Strategic Plan will be posted for your review at www.fasdonline.org and presented to you at the General Membership meeting for your approval.

Our *Best Wishes* to Debbie Iseman, Region III Director since 2009. FASD sadly accepted her resignation from the board to allow her to focus on her new responsibilities as the principal of Floresta Elementary School in Port St. Lucie. We will miss her! Fortunately, she promises to stay involved and in touch. Former FASD President and Region III Director, Bill Hall has agreed to serve the remainder of Debbie's term. Welcome back, Bill!

I hope to see you in St. Pete Beach!

Cathy Starling

FASD President



CATHY STARLING, PRESIDENT FASD

FASD STRATEGIC PLAN

Strategic Plan 2011-2015

FASD Mission Statement: *The FASD, Inc. dba The Florida Association for Staff Development is committed to professional growth of school-related personnel, who are the driving force for improving schools to effect significant enhancement in school experiences of all students in Florida.*

Goal 1: To demonstrate, model and promote evidence-based, effective professional learning strategies, policies and practices.

Strategies:

- Model Florida's Professional Development Standards
- Model professional learning processes that are deemed effective in current research.
- Promote collaboration among all stakeholders in professional learning experiences

Goal 2-To provide multiple opportunities for growth and networking for leaders in the role of providing or coordinating professional learning.

Strategies:

- Conduct an annual Spring Forum
- Conduct an annual FASD Leadership Conference
- Publish three issues (electronically) of the FASD Newsletter annually
- Maintain the FASD Website
- Utilize the latest technologies to provide current information and networking opportunities.

Goal 3-To collaborate with colleagues to advocate and promote quality professional learning opportunities at the local, state and national levels.

Strategies:

- Advocate FASD affiliation with the Learning Forward organization
- Advocate FASD relationship with FLDOE
- Advocate relationships among the sixty-seven school districts, FASD and Learning Forward.
- Promote quality professional learning opportunities for the professional learning community at large.

LEARNING FORWARD SUMMER CONFERENCE

INDIANAPOLIS, INDIANA

New Standards for Professional Learning from Learning Forward

During its Summer Leadership Conference in Indianapolis, Learning Forward released the newly revised **Standards for Professional Learning**, the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

"These standards call for a new form of educator learning," said Joellen Killion, deputy executive director of Learning Forward and project director of the standards revision. "Naming this version *Standards for Professional Learning* signals the importance of educators taking an active role in their continuous improvement. By making learning the focus, those who are responsible for professional learning will concentrate their efforts on ensuring that learning for educators leads to learning for students."

Learning Forward invited representatives from leading education organizations and associations to contribute to the development of the standards. Together, these representatives reviewed the available research and literature to contribute to the standards revision on behalf of their constituencies which includes teachers, principals, superintendents, and local and state school board members.



DEBBIE
COOKE

EXECUTIVE DIRECTOR,
FASD



JOYCE MENZ

PRESIDENT ELECT, FASD

FASD LEADERSHIP
CONFERENCE CO-
CHAIRPERSON

"We now call on policy-making authorities at all levels of government to adopt the standards. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators," said Stephanie Hirsh, executive director of Learning Forward. "Decision-makers can demonstrate their commitment to ensuring effective professional learning by taking this step and, more importantly, holding education systems accountable for meeting the standards," said Hirsh.

Learn more about the new standards at www.learningforward.org/standards/.

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AN EVER EVOLVING ROLE OF STAFF DEVELOPMENT IS THE NEED TO FOCUS ON SCHOOL STRUCTURE AND CULTURE

**BY LANTRY BROCKMIER, PH.D., ROBERT GREEN, PH. D.,
& SIMMIE RAIFORD, PH.D.**

A Third Millennium Reminder: An Ever Evolving Role of Staff Development is the Need to Focus on School Structure and Culture

Have you ever visited a high performing school characterized by a poorly designed organizational structure reflected by a sick school culture? Have you ever visited a low performing school characterized by an effectively designed organization structure reflected by a healthy school culture? In our experience, no! School culture emerges from schools as a result of the interactions of people working in intentionally designed organization structures and their containing environments. Thus, encouraging school participants to design effective school structures and build healthy school cultures will continue to grow as a role for staff development in the Third Millennium.

The evidence linking quality work and quality working conditions has recently gone from a trickle to a flood (Conley, 2007). Quality workers practicing their craft in an environment conducive to performance and success are most likely to be motivated and fulfilled (Pink, 2009). The joy of work is essential for high performance (Deming, 1990).

The barriers to improved student achievement and school performance are reflections of the limits set by the design inherent in every structure. Limits are magnified when we operate in poorly designed, low-synergy structures using performance tools inappropriate for the intended operating environment (Green).

Educators have focused a great deal on the quality of teaching and rightly so. What about the structure and culture in our schools? Have they changed to meet the challenges in today's education environment? It is our thesis that we still have too many of yesterday's schools operating all around us in terms of structure and culture. Yes, there are many gleaming new buildings (not all) and a profusion of electronic devices, but the school experience has changed little since the late 1920s. The appearance of change may be there, but little significant change has taken place in terms of structure and culture.

During the early 1900s, most American schools were of the little red schoolhouse variety. Their growth encouraged educational leaders to search for a state-of-the art design on which to pattern them. Henry Ford provided just what they sought in his design for mass production—the assembly line—which educators adapted to address the need of serving increasing numbers of students in centralized locations (Treacy & Wiersema, 1995; Senge, 2000). The structure selected in the early part of the last century can be directly linked to the organization culture we have in today's schools. It is based on "efficiency," as opposed to "effectiveness" (Ackoff, 1994). This structure produced such a successful educational product in the past, relative to the rest of the world, that we continue to manage ourcontinued on page 8

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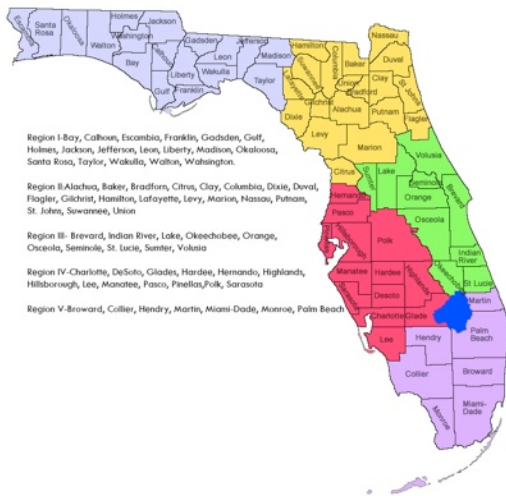
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Region V

VACANT, Region Director



REGION I NEWS

Kudos to Region One Professional Development Directors! These individuals maintained a frenetic pace throughout summer as they offered school administrators and teachers an extensive menu of professional learning opportunities. One thing is certain. Region One's teachers and administrators will head into this school year ready to meet the issues head-on and make a positive difference in student learning.

In **Escambia County**, Karen (KK) Owens led the charge as the district focused professional learning efforts on their "Model of Excellence" and provided staff development to enhance teachers' skills in implementing key elements of the model. Two elements in the model's "Instruction" strand were selected for summer's emphasis – differentiation and cooperative

learning. "Differentiation and Rigor Institutes" for elementary, middle, and high school teachers were offered and Kagan Institutes for Cooperative Learning Strategies held for teachers at every school. School-based and district administrators received Kagan training in "Cooperative Meetings" and Escambia trainers and curriculum specialists were trained in "Dynamic Trainer." The district also added online professional development, completed training in PD360 and Educational Impact, and teachers and administrators received training in the Danielson Framework for Teaching.

Escambia County's hard work was mirrored across Region One districts where other professional learning activities were reported. Receiving emphasis were incorporating new science textbooks into the

curriculum, understanding and effectively implementing the Common Core Standards in English/Language Arts and Mathematics, and applying scientifically based reading strategies in content areas through Next Generation Content Area Reading Professional Development (NGCAR-PD). Panhandle Area Educational Consortium (PAEC) districts readdressed writing by holding a multi-day train-the-trainer workshop in Six Traits of Writing, and like Escambia, a number of districts targeted cooperative learning through week-long Kagan Institutes. Florida State University's Teacher Quality grants afforded a final year of professional learning experiences to language arts, social studies, and economics teachers and PAEC's three-year Teaching American History Grant, the Patriot

continued on page 8...

An Ever Evolving Role of Staff Development is the Need to Focus on School Structure and Culturecontinued from page 6

schools today using the same business driven assembly line, mass production model. (Schlechty, 1990). Sadly, to some degree, we are at some level victims of our own success.

The challenge for staff development today is to provide opportunities for school participants to achieve their full potential (Robinson, 2009) and apply the research linking school structure and its by product (culture) to school performance (Bryk, 2010; Addison, Haig, & Addison, R., Haig, C., & Kearny, L. 2009, Barth; 2002).

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REGION I NEWS.....continued from previous page

Project, concluded with training and a week-long trip to Boston and Washington, D.C.

BIOSCOPIES, a three-year Math/Science Partnership grant involving a partnership among Learning Systems Institute at FSU, Panhandle Area Educational Consortium districts, Escambia, and Duval Counties, provided its first round of two-week institutes. The grant's focus is to help Biology teachers successfully prepare students for the EOC and each year's major emphasis will be Biology content, specifically NGSSS-S standards, reported by teachers, to be some of the most difficult to teach.

The Panhandle Area Educational Consortium's annual leadership conference themed, "Waves of Challenges, Oceans of Opportunity..." was a keystone event. There, more than 300 school and district administrators from throughout the state gathered to become more familiar with details of major state initiatives, more adroit at avoiding legal issues, network, and recharge. If you are interested in taking part, there's still time, because presentations by key conference presenters are available as video on demand. Whether you plan to view a conference presentation made by Stephen G. Peters, Bob and Dr. Megan Tschannen-Moran, Billy Riggs, or Dr. Dale Henry individually or with a large group, the content may be accessed at <http://www.paec.org/LeadershipConference/payperview.aspx>

EILEEN MCDANIEL



**BUREAU CHIEF, EDUCATOR RECRUITMENT,
RETENTION AND DEVELOPMENT**

FLDOE UPDATE

School districts across Florida have been busy throughout the spring and summer on a number of activities that will directly impact the future of professional learning. For an update on many Department activities that pertain to professional learning, please visit [Florida's Race to the Top Website](#) frequently.

Districts have been redeveloping and making significant improvements in their instructional evaluation systems so that they are based on contemporary research; focused on using evaluation feedback to define proficiency expectations; and targeted toward providing timely and constructive feedback for professional learning. To date, 31 districts have utilized the state model (based on Dr. Robert

Marzano's *The Art and Science of Teaching*); 14 districts have based their framework on the work of Charlotte Danielson, *The Framework for Teaching*; an additional 14 districts' framework is based on the work of Educational Management Consultant Services (Dr. Jerry Copeland); and 12 are based on other contemporary research and/or a blending of several research frameworks, including use of Marzano and Danielson indicators.

Additionally, in May 2011, the Department completed the first round of the Third Cycle Professional Development System Evaluation Protocol Site Visits for 19 school districts across the state. Results from these site visits appear to show that districts are continuing to benefit from the review system through adherence to the updated 65 protocol standards. Across the board, district staff continue to improve their systems and methods of planning, learning, implementing, and evaluating professional learning. Furthermore, the statewide community of professional learning facilitators and directors has united around the commitment to quality professional learning systems that encourages all educators to maximize their effectiveness in teaching students. District school superintendents have been officially notified by letter of their districts' selection for site visits for 2011-2012; a copy has also been sent to each professional development director.

The Department, along with the Race to the Top's Teacher and Leader Preparation Implementation Committee (TLPIC), are currently reviewing the *Florida Principal Leadership Standards* (FPLS), as outlined in State Board Rule 6A-5.080, F.A.C. Composed of teachers and school leaders from postsecondary institutions and school districts, district administrators, superintendents, and school board members, this committee is responsible for revising the FPLS to align with contemporary research on effective school leadership. The FPLS guide principals' leadership of our schools and impact leadership preparation programs, the Florida Educational Leadership Examination (FELE), principal professional development programs, principal recruitment, selection, and evaluation programs. The committee's draft was available for public review and web-based input from July 15 through August 12, 2011. The Department and the TLPIC will consider the public input, revise the draft standards, and hold rule development workshop(s) in October 2011. After the Commissioner of Education's review and revision as necessary, the proposed draft FPLS will be presented to the State Board of Education for adoption into State Board Rule in November 2011. For more information, please visit <http://www.fldoe.org/profdev/fplsrevisions.asp>.

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PHOTOS FROM SPRING FORUM



PLAN AHEAD & MARK THE
DATE

SPRING FORUM 2012

APRIL 30-MAY 1, 2012

CROWNE PLAZA RESORT, MELBOURNE, FL