

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

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www.FASDOnline.org

PRESIDENT'S MESSAGE

JOYCE MENZ



Dear FASD members and friends; A recent NSDC column by Hayes Mizell, the NSDC Distinguished Scholar, provided an additional perspective on the underlying theme of our recent FASD Spring Forum in Melbourne (see fasdonline.com for presentation handouts from the Forum). That underlying theme is reflective practice.

In his column, Dr. Mizell discusses the on-going need in public education for increased awareness and new thinking in our daily practice. He references one of the belief statements of the National Staff Development Council, "Student learning increases when educators reflect on professional practice and student progress," stating that "Whether in life or education, the process of reflection is valuable. It creates distance between an individual and his or her actions, potentially creating a 360-degree perspective that leads to new understanding and insights." He continues to write that without engaging in reflection, people continue to behave in ways that may be counter-productive rather than understanding the need to develop behaviors that are more rewarding, or that I would add, are more successful in achieving our goals for student learning.

Mizell goes on to pose the question that

if school systems accept and believe that reflection is an important prerequisite for educators to improve their practice and the achievement of their students, what actions could they take to support it?

Florida has taken very positive steps in encouraging reflective practice through the availability statewide of training and support for the Teachscape model for Classroom Walk-Through. At the FASD Spring Forum, Maryann Marrisopodi of Teachscape challenged and inspired us to apply what we already know: That the overarching mandate is to improve teaching in order to improve student achievement, and that a culture of inquiry that uses both student and teacher data promotes improved teaching practices. Classroom Walkthrough data offers us the following opportunities, she says, in quoting Joan Richardson (2001), "Seeing through new eyes," in NSDC's *Tools for Schools*.

"Unlike a classroom observation which provides a view of a single classroom, a walk through creates a school-wide picture made up of many small snapshots.... It's a strategy for providing a school, not an individual teacher, with feedback about what it's doing or not doing...."

"Walk-throughs are a way of collecting

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2008 FASD Leadership Conference
September 22-24, 2008
Clearwater, Florida

NSDC Goal: Every educator engages in effective professional development every day so students achieve.

FASDLC LEADERSHIP CONFERENCE FALL 2008

Communicating, whether it be one-on-one or one-to-five hundred, is becoming a necessary skill not only for educators but members of the corporate



Dr. Debra Estes

world as well. Information is power, and as we attempt to empower others we must become more clear and effective in the way we present that information. This session will be highly interactive and brain-compatible. Key points of effective presenting will be explored and analyzed.

Dr. Estes is the President of Estes Group, Inc., an independent learning consultant who resides in Sherman, Texas. She is a former high school teacher, middle school principal, and Curriculum/Public Relations Director. She graduated from Texas A & M University—Commerce with a doctorate in Educational Administration.

She has provided administrative training to more than 1600 superintendents, principals, central office staff and trustees of eighty-two school districts. Dr. Estes offers a variety of training in the areas of leadership and effective presentations. Dr. Estes is recognized

(Continued on page 9)

John Kuglin will use his 30+ years of diverse experience in K-12 classrooms, higher education, and corporate America to create a new understanding for 21st century technologies and learning for professional development. Effective use of technology for presentations and for follow-up will be highlighted.



John Kuglin

USA

Today selected him as one of ten teachers nationwide to be named as a *USA Today Power Teacher*. He was named one of the Top 25 Education Technology Advocates in the United States by District Administrator magazine. He also co-wrote and served as the host for a ten-part technology series on *The Learning Channel* called "Best Seat in the Class", as well as numerous other nationally televised teacher in-service programs. He has been recognized as a technology guru; was named as one of the Top 25 Education Technology Advocates in the United States by *District Administrator* magazine. He also has been featured on CNN for his innovative uses of technology in his classroom. He brings 30

(Continued on page 9)

Becky Shermis and Cathy Starling are conference co-chairs for the FASD Leadership Conference

2008 FASD LEADERSHIP CONFERENCE - September 22-24, 2008

Register Now - On-Line at www.fasdonline.org/

TradeWinds Island Grand Resort, 5500 Gulf Blvd., St. Pete Beach, FL

Reservations Fax #: (727) 363-2222 or E-Mail: groupreservations@twresort.com

Group: Florida Association for Staff Development 2008 Annual

o Standard Hotel Room \$119.00 o Standard One Bedroom Suite, \$156.00

o Tropical Hotel Room, \$134.00 o Tropical One Bedroom Suite, \$186.00

Room prices are based on availability and are being held at this rate until August 20, 2008.

TAKING THE INITIATIVE WITH ONLINE TRAINING

CARL WATSON

As budgets for professional development shrink, staff development departments need to find ways of accomplishing training initiatives that are cost effective. Current statute requires school districts to "Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs." (§1012.98(4)(b)(8), F.S.) Many districts have chosen to offer online training options through consortiums or universities and have overlooked the possibility of creating and managing their own online courses. As school districts grow larger and the number of employees who need training increases, the possibility of reaching the masses in face-to-face training diminishes.

In 2006, the office of Professional Development in Osceola County began looking at ways to offer online training to all employee groups. With our total employees nearing 7,000, the Department felt a need to get involved in online course development. The opportunity of offering courses "on-demand" 24 hours a day/7 days a week is an exciting part of online learning. Meetings were held by the Professional Development Leadership Team to

prioritize which courses would be developed first. Several of the original online courses were designed for the new teacher induction program. They were courses required for the beginning teacher program. The initial target audience was our new educators because many had previous experience taking online classes. A District requirement for training in Child Abuse reporting procedures was also prioritized for online development.

Searching for a delivery method/online learning platform was the next task. The District's Instructional Media Department was already paying to use an online training system from Virtual Education called the D.I.V.



(Digital Interface Vehicle). This became the platform that would be used for our initial course offerings. The D.I.V. allowed our employees to access professional development offerings from any location with a high speed internet connection.

If your goal is to initiate an

online training system in your district, the following are important considerations:

What will you use as a delivery system? What are the costs associated with the system? Suggestion: Osceola County is currently considering Moodle as an alternative because it is free to school systems.

Who will design the training? Will the designers be inside the district? Will the developers be paid for the course development? Suggestion: Courses can be designed and offered more quickly if the designers are within the district. Course developers may need to attend workshops in order to gain the expertise necessary to develop online training.

What courses will be given first priority for development? Suggestion: District-wide initiatives that all or many of the employees are required to take may be the best choice. Courses must also be manageable in length. Most of the courses currently available to Osceola County teachers are one-hour online offerings.

Will users be required to take a test/complete assignments, etc. upon completion of the online course? Suggestion: There must be a way of evaluat-

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REGION III NOTES

Carl Watson is a Professional Development Resource Teacher in the School District of Osceola County

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Region III

Brevard-Indian River-
Lake-Okeechobee-
Orange-Osceola-St.
Lucie-Seminole-Sumter-
Volusia

Leadership Conference Sneak Preview

REGISTER NOW...FASD.online.org

FOCUS on...

- ◆ State of the Art Technology Delivery Systems on a Budget
- ◆ Teacher and School Leadership
- ◆ New Teacher Induction and Coaching Programs



**September
22 – 24, 2008**

TradeWinds Resort
St. Petersburg Beach, FL

GENERAL SESSION SPOTLIGHTS:

Debbie Estes

John Kuglin

CONCURRENT SESSION SPOTLIGHTS:

Technology Tools to Monitor PD Needs

Internet Delivery Systems for PD

Response to Intervention (RTI)

DOE Updates

Using iPODS for PD and Instruction

Principal Leadership Academy Updates

Math Standards Update and Support Initiatives

Classroom Walkthrough

Hands-on Technology Labs to Support PD

Evaluating Induction Programs with DOE

Differentiating Reading Instruction

FASD LEADERSHIP ACADEMY

JANE G. MEADOWS

Supported by the National Staff Development Council (NSDC), the FASD Board implemented its inaugural FASD Leadership Academy for the benefit of new staff developers in our state. The FASD Leadership Academy provided quality guidance, direction, and resources to 8 new staff developers in this first Academy experience. The Academy revolved around Florida's Professional Development Standards and supporting policies, knowledge and practices; it also provided practical information related to budgeting, resources, and tools for planning and delivery of professional development. The Academy sessions were offered in conjunction with FASD conferences from 2006 – 2008. Graduates were recognized at the recent Spring Forum held in Melbourne. Planning is underway for the next Leadership Academy. Be sure to check FASDonline.com for announcements about the dates and registration information.

Academy graduates (*names are italicized*) and FASD Leadership Academy Development Committee members.

Left to right:

Bottom row

- ◆ *Denise Roberts, Director of Staff Development, Indian River County Schools*
- ◆ *Nadine Pasquot, Professional Development CRT, Orange County Schools*
- ◆ *Cindy Lanzer, HRD Specialist, FDLRS NEFEC*

Top row

- ◆ *Debra Elliott*
- ◆ *Mary Ann Ahearn*
- ◆ *Becky Finn, HRD Specialist, FDLRS Action*
- ◆ *Karen Geisel, Technology Specialist, Orange County Schools*
- ◆ *Linda Diaz, Program Specialist for Professional Development, Monroe County Schools*
- ◆ *Vicki Crisp*
- ◆ *Jane Meadows*



Not Shown:

Lynn Cunill, Project Manager, Leon County School; Deborah Pressley, Director of Curriculum Services, Glades County Schools and Debbie Cooke, Executive Director, FASD.



Florida Association for Staff Development

2008 FASD LEADERSHIP CONFERENCE

September 22-24, 2008

Tradewinds Island Grand Resort

OUTSTANDING
STAFF DEVELOPMENT PRACTICES
AWARD



Invitation to nominate or apply
for the
2008 FASD Award
for

Outstanding Staff Development Practices

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. Recipients will be recognized at the FASD Fall Leadership Conference, September 23, 2008 at the Tradewinds Resort in St. Petersburg Beach.

**Applications/Nominations must be received
by
June 15th, 2008**

Please submit via email to:
Debra.elliott@heartlanded.org

REGION IV NOTES

TRIBUTE TO WILSON PAUL STROUSE

SHERRIE B. NICKELL, ED.D.

How can words express the incredible contribution made by an individual who has devoted his life to public education?

Wilson P. Strouse has been a stalwart member of the education community and particularly the professional development and learning community for 42 years.

Bill began his career in 1966 as a junior high social studies teacher. During his time as a classroom teacher, Bill was honored as Teacher of the Year for his school, Polk County, and for the State of Florida in 1978.

Bill served in the capacity as classroom teacher for 12 years prior to entering the field of school-based administration. In his 19th year, he was selected by then superintendent, John Stewart, to move to the district office to oversee leadership development and selection processes for the school district in 1984.

Bill helped to create the processes and procedures for the Human Resource Management and Development Plan for Polk County. Through the years he has been instrumental in the development of hundreds of administrators in Polk County. Since his appointment to the position of Director of Professional Development in 2005, he has taken that department to the next level of performance.

Bill is known among his colleagues as a person of the highest integrity and one who

exhibits the strongest work ethic. He is a person who is guided by an intensely strong, internal moral code that drives him to execute his duties with excellence and credibility.

Bill has made innumerable contributions to Polk School District, as well as to the State of Florida. He has served on a variety of state committees and regional organizations (such as the Anchin Center's Leadership Collaborative) and on several review teams for the Professional Development Evaluation Protocol. For all the "high profile" activities in which Bill has engaged, there are hundreds of other activities he has facilitated: from assisting faculties in clarifying their core beliefs and mission statements to personal coaching of hundreds of individuals in order to assist them in being their personal best for the benefit of the organization.

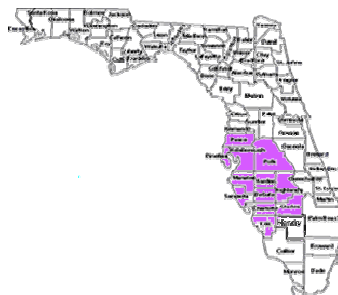
Bill Strouse is an intelligent and caring individual. As his supervisor for the past ten years, I know him well enough to know that he cannot be replaced. We will appoint someone to the position of Director of Professional Development for Polk County, but his legacy stands alone. He has made an immeasurable contribution to the world of professional development, and for that, as well as for the person he is, he will never be forgotten.



Region IV is losing an impassioned leader and educator when Bill Strouse from Polk county, retires this summer. Those of us you, who have had the privilege of working with Bill have been blessed with the expertise, knowledge, and wisdom of a dedicated and faithful educator who has exhibited "servant leadership" throughout his 42 years in public education. It is with great pride that Region IV says, "thank you" for allowing us to grow from your leadership and guidance.

FASD Region IV Contact
Debbie Elliott

Region IV Contact
Debra Elliott
Debra.elliott@heartlanded.org
863.531.0444 x219



Region IV:

Charlotte-DeSoto-Glades-
Hardee-Hernando-
Highlands-Hillsborough-
Lee-Manatee-Pasco-
Pinellas-Polk-Sarasota

CLASSROOM WALK-THROUGH UPDATE

HENRY POLLOCK

It is a pleasure to share an update on Florida's CWT initiative following the excellent presentation at the FASD Spring Forum by Maryann Marrapodi, Executive Vice President of Teachscape, on using CWT to effectively plan professional development. During the breakout sessions after Maryann's general session, discussions focused on the improvements in data analysis and reporting made possible by the conversion to CWT Version 2.0 this year. In those break-out sessions, a number of district and school representatives that took the lead this year and converted to CWT Version 2.0 indicated the value of CWT to their programs.

In order to assist districts in managing the transition to the new version, Teachscape had agreed last year to maintain the version 1.3 website and resources for the 2007-2008 school year. However, after this current school year, the older website will no longer be supported.

As part of our statewide licensing program for Classroom Walk Through Version 2.0, D.O.E. provides 1) training materials to certified CWT trainers in Florida for update training, and 2) use of the enhanced 2.0

website to schools for that school year at no additional charge. After that initial year, there is a \$150.00 per school per year charge to set up and maintain the customized website for the school.

More than 1,450 Florida schools in 40 districts have transitioned to the new version this school year. In order to recognize and assist those districts and schools that have taken the lead in this area, we are pleased to announce that Teachscape has worked with us to extend the use of the enhanced 2.0 website for an additional school year at no charge to those schools. **This will allow all districts and schools in Florida that are currently trained in CWT Version 2.0 to have use of the website at no additional charge for the 2008-2009 school year.**

Teachscape will work with those districts and schools that may have already contracted for the 2.0 website for next year to provide credit for additional resources.

This is a valuable program and we commend the many efforts in districts and schools to continue to grow in the use of it to support high quality classroom instruction and professional development.

Henry Pollock is
Program Director
Educator
Retention, Florida
Department of
Education.



WEB
RESOURCING

Register for FASD Fall Leadership Conference
<http://www.fasdonline.org/>

Florida DOE
<http://www.fldoe.org/Commissioner/cbio.asp>

End of Session Summary for 2008 Regular Session
<http://www.myfloridahouse.gov/>

PRESIDENT'S MESSAGE

(Continued from page 1)

data about the school's success in achieving its goals.... They provide a way for the principal to determine what additional support teachers need in order to achieve the school's goals."

With CWT data that includes information on teachers' on-going practices, Mizell's commentary on reflective practice can be realized: "Creating school-based learning teams can provide a context in which educators routinely engage in reflection. There is safety in a group process that values self-examination and candor; providing such an environment should be a priority for school learning teams. Reflection

is important for a team because a team cannot accurately identify its collective learning needs without first understanding the needs of individual members.... providing a sanctuary where they can acknowledge "what's not working" without fear of their peers' judgment." As we know, CWT is a strategy for professional learning and development; it is not an evaluation tool, thus avoiding the issue of "judgment."

Mizell concludes that "Reflection is in some respects an invisible asset that nevertheless can be a powerful lever to increase the performance of educators and students. School systems that create structures to facilitate

reflection will ultimately see its results in higher student achievement." The Board of the Florida Association for Staff Development hopes that our Spring Forum contributed to strengthening structures and processes for reflection and a school culture of inquiry through the forum's focus on leveraging our state and district CWT initiative to improve professional learning.

Again, be sure to visit www.fasdonline.com to view the handouts from the FASD Spring Forum sessions!

Sincerely,

Joyce

FASDLC LEADERSHIP CONFERENCE FALL 2008

Dr. Debra Estes

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as a conference keynote speaker and presenter and has worked with people of all orientations—educators, parents, community members, businesspersons, corporate leaders and conference participants, Dr. Estes is known for her warmth, humor, and ability to involve everyone in the joy of learning.

What do you know about
Florida's Commissioner
of Education?

John Kuglin

(Continued from page 2)

combined years of experience in education, telecommunications, television production, and Internet technology to these efforts.

John Kuglin began his career as a teacher and then was promoted to Technology Director in Missoula, Montana. Early in his career, he developed and directed two nationally known technology-training centers. John then served as Senior Director of Technology for McREL (Mid-continent Research for Education and Learning) as part of the U.S. Department of Education's research and development lab system which serves all 50 states and 20 foreign countries. John is currently the Director of Technology for the Eagle County School District in Eagle, Colorado.

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



Don't Miss The Odyssey:

September 22-24, 2008

Tradewinds Island Grand Resort



2008 SPRING CONFERENCE



DR. ERIC J. SMITH FLORIDA'S EDUCATION COMMISSIONER



Gainesville.

Eric Smith received his undergraduate degree from Colorado State University and his master's degree in school administration from the University of Central Florida in Orlando. He earned his doctorate of curriculum and instruction from the University of Florida in

Smith, who got his education career start in Orange County. He began his career in Florida more than 30 years ago as a classroom teacher. From 1972 to 1986, Smith worked in Orange County public schools, as a teacher at what was then Union Park Junior High, as an assistant principal at Oak Ridge High and then as principal of Winter Park High. He then went to work as an administrator in Volusia County before taking his first superintendent's job in Virginia. He was a former superintendent in Maryland, North Carolina and Virginia and the senior vice president at

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ONLINE TRAINING

(Continued from page 3)

ing course completion. Some type of assignment or end-of- course test needs to be in place.

What equipment is necessary to make the online system work? Does the target audience have computer access? Will the courses work with dial-up? Suggestion: Streaming video will not consistently play through a dial-up connection. You will want to include the minimum computer requirements in the directions for the online courses. The purchase of a server to store the courses, participant information, and assignment results may be necessary. Setting up the system will require many hours of collaborative planning between developers, professional development office personnel, and instructional technology personnel.

Will the system allow for record keeping and storage of participant accounts? Suggestion: Never collect more personal information than is necessary to identify users. School districts generally have policies in regard to what can be collected. As courses are developed, refer to your school district technology use policies to determine the appropriateness of course offerings, etc.

Who will you assign the responsibility of instituting the online system? Suggestion: There needs to be someone "in charge" of the online system. With all online systems there is a learning curve. Assign an individual who can manage a changing system. The individual also needs to be in control of their emotions. Patience in working with technology is a virtue in this instance. Don't expect everything to work perfectly every day. Educate others within the office to answer frequently asked questions. Make sure the directions for using your online system are readily available through email and hardcopy. The directions should be brief and well designed. Change the directions if necessary over time if too many users are confused by them.

How will you evaluate the effectiveness of the online training program?

(Suggestion: A likert scale may be used at the end of each course to accomplish "general" course evaluation. In the final analysis, implementation of newly learned information will be the best proof of the success of your online training program. The individuals in charge of online training should be encouraged to follow-up the training with additional "pulse checking.")

In the first year of implementation, over 3000 employees in Osceola County took at least one online training course. The office of Professional Development recently opened a laptop lab to assist our employees in learning how to use our online learning system and to provide access to computers for employees who do not have access at home or in their workplace. The district is making plans that will allow further development next year of some major courses including a 60 hour online ESOL Test Preparation course. Questions concerning the online training initiative in Osceola County may be directed to: watsonsonca@osceola.k12.fl.us.

LEGISLATIVE UPDATES

HB 7067 - Virtual Education

By: Schools & Learning Council; Pickens and others

Subject to the Governor's veto powers, the effective date of this bill is July 1, 2008.

Beginning with the 2009-2010 school year, the bill requires school districts to implement virtual instruction programs. Under the bill, each district must offer:

Full-time virtual courses to students in kindergarten through grade eight. Full-time or part-time virtual courses to students in grades nine through 12, who are in Department of Juvenile Justice, dropout prevention, or career education programs. A school district may operate its own program or may contract with providers approved by the Department of Education. Districts may also participate in multi-district contractual arrangements for such programs.

HB 5083 - Education

By: Policy & Budget Council; Sansom

Subject to the Governor's veto powers, the effective

date of this bill is July 1, 2008.

The bill amends sections 121.021 and 1012.72, Florida Statutes, limiting the Excellent Teaching Program bonuses to one 10-year period and deleting authority to fund the certification fee, portfolio incentive, and the Florida Retirement System contribution. In the event of insufficient funds, the mentoring bonuses will be prorated; however local school district funds may be used to fund the bonuses.

The bill amends sections 220.187 and 1008.22, Florida Statutes, deleting norm-referenced test requirements from statute. Effective for Fiscal Year 2008-09 only, section 1001.451, Florida Statutes, is amended to allow for the proration of education consortium membership incentive grants.

The bill amends section 1002.33, Florida Statutes, prohibiting school districts from including Merit Award Program funds in the calculation of school district administrative fees.

CS/CS/SB 610 - Physical Education/Grades 6-8

By: Education Pre-K - 12 Appropriations; Education Pre-K - 12; Constantine Committee(s) of Reference: Education Pre-K - 12; Education Pre-K - 12 Appropriations

The bill expands the existing 150 minute physical education (P.E.) requirement for students in kindergarten through grade 5 to include students in grade 6 who are enrolled in a school that contains one or more elementary grades. Beginning with the 2009-2010 school year, the bill requires that students in grades 6 through 8 take the equivalent of one class period per day of physical education for one semester of each year. The P.E. requirement may be waived for students in kindergarten through grade 5 and students in grades 6 through 8, if they meet certain criteria:

The bill requires the Department of Education, beginning with the 2007-2008 school year, to annually assign a grade of "A," "B," "C," "D," or "F," as defined by State Board of Education rule, to each supplemental education services (SES) provider.

Information from the House of Representatives Summary of Passed Legislation
<http://www.myfloridahouse.gov/>

COMMISSIONER

(Continued from page 12)

the College Board. He also has served as Chair of the National Assessment of Title 1 Independent Review Panel since 2003.

As Commissioner of the Florida Department of Education, Dr. Smith's responsibilities are to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress.

<http://www.fldoe.org/Commissioner/cbio.asp>



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



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