

## FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

### INSIDE THIS ISSUE:

President's Message	1
Region II Area Notes	3
Legislative Notes	9
FASD Officers and Board Members	10

### SPECIAL POINTS OF INTEREST:

FASD Board Nominations for 2007-2008	4
Leadership Development	6
FASD Professional Development Academy	8



www.FASDonline.org

## PRESIDENT'S MESSAGE

LINDA FERRARA



**H**appy 2007!  
With more than half  
of the 2006-2007  
school year behind

us, it is our hope that you are experiencing high quality teaching and learning for yourselves, for your colleagues and for your students that is the goal of NSDC and FASD.

Thank you to those of you who were able to come and network with us at NSDC in Nashville. We saw many new faces from Florida that we hope will become active members of FASD. For those of you unable to attend, it was a fantastic conference. Not only was the hotel beautiful, but the keynote speakers, breakout sessions, and exhibit hall were amazing. I hope that you all have an opportunity to attend either the main NSDC conference in December or the teacher leader conferences held each summer.

In summer 2008, Florida will be fortunate to host the Leadership Conference in Orlando. We are beginning to plan and will be looking for enthusiastic volunteers to help with the planning, facilitating, hosting, presenting, and all the "behind the scenes" work that a conference involves. Our next planning meet-

ing will be held on May 8 immediately following the close of the Spring Forum in Melbourne. If you are interested in helping out and did not attend the meeting held at the Fall Conference, please contact me at [ferraral@citrus.k12.fl.us](mailto:ferraral@citrus.k12.fl.us) and I'll get your name on the list.

As I mentioned in the fall newsletter, your Board of Directors and Elected Officers continued reviewing our activities, actions and services with a critical eye to see if what we are offering our membership is helping you, and us, in our own professional growth.

One such example will be in the opportunities and experiences available to you at the upcoming Spring Forum, being held again at the Crown Plaza Melbourne Oceanfront Hotel (for those who didn't attend last year, this is a beautiful, newly remodeled hotel on the beach). The dates for the Forum are May 7-8, 2007. In looking through our strategic plan and the results of the Protocol reviews, our focus will be on learning communities. Our title is: Building Structures that Support Every Student's Success. As those who have attended in the past know, we have had forums and conferences dealing

*(Continued on page 8)*

FASD SPRING FORUM  
May 7-8, 2007  
Indialantic, FL 32903

Our goal: All teachers in all schools will experience high quality professional learning as part of their daily work.

# FASD SPRING FORUM

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

## ***“Building Structures that Support Every Student’s Success”***

May 7 (8:30-4:00) and May 8 (8:30-12:00)

**Crowne Plaza Melbourne Oceanfront**

**2605 North Highway A1A**

**Indialantic, FL 32903**

**Reservations: 1-800-227-6963 (Group Code FAS)**

**For Conference Registration, go to:**

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

**Conference Registration Fee:**

**\$100 on or before April 23<sup>rd</sup> and \$120 after April 23<sup>rd</sup> or onsite.**

**Hotel Reservations:**

**Deadline for conference rate: April 5, 2007**

**Telephone 1-800-227-6963. (Use group code FAS)**

Room Costs: Standard \$119.00, Partial View \$129.00, Ocean Front 159.00

**Conference agenda topics:**

**Professional Development structures to support student success:**

**Professional Learning Communities; Time Resources; Supportive Leadership  
Strategies; Action Research; D.O.E. Update; and Regional Networking.**

## **POST-CONFERENCE SEMINAR OPPORTUNITY!**

**“DEALING WITH DATA FOR PROFESSIONAL DEVELOPMENT”**

**Julie Hansen, Consultant**

**Tuesday, May 8<sup>th</sup>**

**2:00-6:00 P.M.**

**\$50 Registration Fee ([www.FASDOnline.org](http://www.FASDOnline.org))**

Description: The utilization of data for planning professional development as well as the use of data in implementing and following up professional development activities.

Julie provides excellent resources and makes direct connections between student gains and professional development.

All conference attendees are invited to register for this session  
that is being held in conjunction with the FASD Leadership Academy program.

(Note: No registration fee for Academy participants.)

## REGION II AREA NOTES

Dawn Wilson

The Region II Spotlight is on the Schultz Center for Teaching and Leadership and the Duval County Public School's Enhanced Professional Development Model. The model supports school and teacher ownership of professional development by providing intensive coaching support at targeted schools. Four Schultz Center coaches are assigned to sixteen schools for 8-10 weeks. During the Coaching Cycle, each coach spends one day at the assigned school supporting the course of study identified by the school leadership team. The courses of study range from first grade fluency to fifth grade data analysis.

Key features of this model include:

- Improved teacher practice
- Differentiation of professional development
- Increased teacher collaboration
- Teacher training linked with classroom practice

- Accelerated adult learning
- Authentic professional learning communities with teacher leadership

Listed below is an overview of the essential components of the 8 week Coaching Cycle:

### Week 1

#### Plan the Course of Study

Analyze school data

- Identify focus of study and targeted teachers
- Develop course of study

### Weeks 2-7

#### Implement the Course of Study

- Pre-conference
- Inquiry Session
- Demonstration Lesson/Observations
- Lesson Debrief
- Analyze Student Work
- One on one Coaching
- Monitor progress
- Recommend improvement strategies

### Week 8+

#### Reflections and Feedback

- Reflect on progress toward meeting learning goals
- Develop plan for continued growth during off-cycle
- Complete end of cycle reports

At the end of the Coaching Cycle, the Schultz Center coaches are reassigned to a new cohort of schools while they continue to support schools that have completed the eight week cycle. The response from participating schools has been very favorable.

For more information on this professional development model, contact Dr. Dawn Wilson, Director of Professional Development, Duval County Schools at [WilsonD@educationcentral.org](mailto:WilsonD@educationcentral.org).

*"We just completed our 8-week Coaching Cycle in the district's first wave of schools. The results show incredible gains made by our fourth grade students in our targeted area of measurement and geometry."*

*Although this initiative is a significant investment in time, the "process" epitomizes the practices principals must implement to develop and strengthen professional learning communities in our schools.*

*Every phase of the coaching cycle embodies each of the Four Rs; Relevance, Rigor, Results, Relationships. At Pine Forest, we're certainly looking forward to working together to select the next cycle of teachers and content needs as we re-invite a new 8-week coaching cycle."*

Dr. Denise Ahearn,  
principal  
Pine Forest Elementary



WEB  
RESOURCING

Research, education tools and blog for building a professional learning community.

<http://www.allthingsplc.info/about/aboutPLC.php>

Just ASK Publications & Professional Development  
<http://www.askeducation.com/newsletter/ayp/ayp.htm>

National Staff Development Council  
<http://www.nsd.org/>



## FASD Board Nominations for 2007-2008

***Listed below are the FASD Open Board positions for which we are seeking nominations.***

***To nominate someone for one of these positions:***

Contact Maria Dempsey, Nominations Committee Chair via email at :

**[dempsem@ocps.k12.fl.us](mailto:dempsem@ocps.k12.fl.us)** , Fax: (407) 317-3334

or see her at the FASD Spring Forum.

Complete the nomination form below and return to the FASD registration desk at the Spring Forum or give to any FASD Board member.

### ***FASD 2007-2008 Open Board Positions***

#### ***Officers/Director Open Positions***

*President-Elect*

*Treasurer*

*Secretary*

*Director – Region II*

#### ***Board Open Positions***

*Board members (2)*

#### ***Nominating Committee Open Positions***

*Member-at-Large (2)*



### ***NOMINATION FORM***

***Submit to any FASD Board Member or to Maria Dempsey at:***

**[dempsem@ocps.k12.fl.us](mailto:dempsem@ocps.k12.fl.us) or Fax (407) 317-3334**

**I nominate the following person for an FASD Board position:**

Nominee's name: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Current Position: \_\_\_\_\_ District: \_\_\_\_\_

Email address: \_\_\_\_\_

I recommend this person for the following FASD position: \_\_\_\_\_

This individual is aware of this nomination: \_\_\_\_Yes or \_\_\_\_No.

Person submitting recommendation: \_\_\_\_\_

Nominator's email address: \_\_\_\_\_

**FASD Fall Leadership Conference**  
**FASD Fall Leadership Conference - September 24 - 26, 2007**  
**Tradewinds Island Grand Resort**  
**5500 Gulf Boulevard St. Petersburg Beach, FL 33706**  
**Visit the FASD website [www.fasdonline.org](http://www.fasdonline.org)**  
**later this spring, for more information!**



## Attention: Exhibitors for the FASDLC

- \* Education products, approved state and county vendors
- \* Professional development tools, programs, products and materials
- \* Education consultants

For more details, contact

Rosa Harvey-Pratt, Chair or Debbie Cooke, Executive Director

<http://www.FASDOnline.org/>

## NSDC 2007 Summer Conference for School-Based Professional Learning

**N**SDC wants all teachers in all schools to experience high-quality professional learning as part of their daily work. To support this goal, NSDC offers a summer conference to serve teacher leaders and the school and system leaders who work with them. An increasing number of school systems are counting on teacher leaders to play significant roles in improving the performance of staff and students. While their titles – literacy teacher leaders, math specialists, school improvement facilitators, department chairs, grade-level leaders, mentors, study team leaders – may differ, they share the responsibility for leadership and learning.

The 2007 Summer Conference for School-Based Professional Learning will be held at the Hyatt Regency Denver from July 15–18. More than 100 conference sessions are offered in five- and two and a half-hour formats in order to provide learning experiences that promote a deeper level of understanding and the application of new learning to the work place.

NSDC invites you to submit a proposal to present a session at the summer conference. This is your opportunity to share “lessons learned” and “what works” with educators from across North America.

If you have questions or recommendations of others who should receive this invitation, please contact Vaughn Gross, ([Vaughn.gross@nsdc.org](mailto:Vaughn.gross@nsdc.org)), NSDC summer conference coordinator.

Thank you for the contributions you are making on behalf of teachers and students. Your leadership will help our schools achieve their goals of improved student learning.

Sincerely,

Stephanie Hirsh, NSDC Deputy Executive Director

Vaughn Gross, NSDC Summer Conference Coordinator



## LEADERSHIP DEVELOPMENT: THE CRITICAL ELEMENT IN SUSTAINING THE CULTURAL CHANGES OF A PROFESSIONAL LEARNING COMMUNITY

**William Hall**

**Excerpt from:** *Written for the Professional Learning Communities at Work™ Leaders' Academy*

“When the singer’s gone,  
let the song go on.”  
Art Garfunkel  
*All I Know* (Webb)

**T**o sustain the cultural changes of professional learning communities, a leadership development framework must include a structured process that provides for *lateral and vertical capacity building*. (Fullan, 2005) This framework must allow for the capacity to develop teacher leadership within the school and to systemically encourage the promotion of eligible school-based leaders into district-level positions as they become available.

To address lateral school-level capacity building, there are a number of leadership development strategies that school leaders and guiding coalitions can provide members of their professional learning communities. Leading action research and data-driven decision making initiatives give school-based leaders opportunities to work with data and focus on the importance of shared knowledge. Leading collaborative teams allows teachers to develop skills in team organization, facilitation, and curriculum mapping and design. Providing substitutes throughout the year provides teacher lead-

ers with time to take advantage of specific leadership development and school improvement topics. Gaining experiences through grade level chairmanships and helping organize and lead a summer program could prove helpful. Structuring the organization to allow for various levels of leadership can be effective. By developing a tiered leadership structure, schools can provide leadership opportunities with increased responsibility. In this model, each subject area has a core leader at every grade level. These core leaders can be released from a class during the school day to collaborate on lesson planning, to model lessons for other content teachers, and to mentor other teachers.

To sustain the cultural changes of professional learning communities vertically within a district, the district leadership and board must support school-level PLC initiatives. Various levels of leadership development opportunities must be provided by the district for teacher leaders, school-based administrators, and district-level administrators.

Michael Fullan (2003) writes about the emerging image of the moral imperative of the principalship and emphasizes the importance

of leadership sustainability. Principals' duties and responsibilities must include the development of leadership in others. By fulfilling this essential job junction, they will strengthen school leadership beyond themselves. He takes this notion of leadership sustainability further:

*We are beginning to obtain a glimpse of the new moral imperative of school leadership. At the school level... the moral imperative of the principal involves leading deep cultural change that mobilizes the passion and commitment of teachers, parents, and others to improve the learning of all students, including closing the achievement gap.*

Instructional leaders have a moral obligation to ensure that our schools contribute to the sustainability of leadership in the profession. The best vehicle to carry out this moral imperative exists in the constructs of professional learning communities.

There are a number of ways schools and school districts can promote leadership development if they plan to sustain the cultural changes of professional learning communities. Here are six essential strategies to promote leadership development:

(Continued on page 7)

(Continued from page 6)

1. At the district level, develop a succession and management plan which identifies critical leadership positions in the district and spells out how the district will train and develop individuals to become eligible for those positions when they become available through promotion, retirement, resignation, etc.
2. Create a formal leadership development plan that strategically and systemically uses professional learning communities as a means to develop the leadership capacity of your personnel. The progress of this plan must be monitored on a regular schedule and the results reported to the district's senior leadership.
3. Create a framework that provides for lateral and vertical capacity building throughout the organization. Identify specific activities and experiences that teacher leaders could take advantage of at the school level (e.g.-grade level chair, school improvement committee member, mentor teacher, etc.), and provide administrators experiences at the district level (e.g.-district-level committee work, sitting on the Superintendent's administrators' advisory committee, filling in for a district level administrator during a vacation period or long-term medical absence, etc.).
4. Develop collaborative leadership teams at each school. These guiding coalitions can help disperse the leadership load throughout the school by distributing responsibilities among the team members.
5. Put teachers into collaborative teams and appoint one teacher as leader of each group. Provide professional development for these teacher leaders and provide regular mentoring & coaching for them throughout the year.
6. Make leadership development an essential job function of all administrative and supervisory job descriptions. Administrators and supervisors would be evaluated annually on how effective they have been in providing leadership development and professional development opportunities to their employees. They would have to report on what steps they have taken to develop leadership capacity in their schools or departments.

Schools and school systems that embrace professional learning communities cannot make the assumption that individuals who work in them will automatically become leaders. Leadership development does not and will not occur on its own. It will more likely take place when professional learning communities are looked upon as environments where developing leadership capacity co-exists with substantive school improvement efforts. If there is a structured, purposeful leadership development plan that uses the culture of professional learning communities as the means to develop leadership potential, there is a greater likelihood of surviving the leadership changes that challenge our organizations.

We invite you to send us your articles about...

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

cynlott@comcast.net

**DuFour, R. & Eaker, R. (1998).** *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development.

## ADDITIONAL RESOURCES FOR PROFESSIONAL LEARNING COMMUNITIES

**Haslam, B. (1997, Fall).** How to rebuild a local professional development infrastructure. *NAS Getting Better by Design.* Arlington, VA: New American Schools.

Download in PDF form at <http://http://www.naschools.org/respub/haslam.pdf>

## FASD PROFESSIONAL DEVELOPMENT ACADEMY

### Jane Meadows



Jane Meadows is with Florida Center for Reading Research  
jgranger@frcc.org

**T**he Second Session of the Inaugural FASD Leadership Academy is coming up with Julie Hansen as the featured speaker! This session will convene at 2 pm, following the 2007 FASD Spring Forum. Julie will be focusing on utilizing data for planning professional development as well as using data in implementing and following up on professional development activities. Julie pro-

vides excellent resources and makes direct connections between student gains and professional development. The Academy group is very excited about this opportunity!

A non-Academy member may attend Julie's session from 2 - 6 pm on May 8th by paying a \$50.00 fee and registering at [www.fasdonline.org](http://www.fasdonline.org). Her information is extremely helpful to all responsible for

providing, delivering, and evaluating professional development. May 9th will be targeted for Academy participants only.

The Special Session is open to all FASD Spring Forum Participants and FASD Leadership Academy Members.

## PRESIDENT'S MESSAGE

*(Continued from page 1)*

with this topic before, but this forum will take a different slant. What we plan to provide is not what are learning communities, but the nuts and bolts of them. We want to provide real examples through presenters that "walk the walk" in collaborating, planning, time management, resources, supportive leadership, and identifying impact through data and action research.

One of our keynote speakers will be Charlotte Rafferty of Lee County who is currently Florida's Principal of the Year. In her school, professional development and learning communities are a major focus. She will share with us how school leaders can make the difference in successful learning communities. In addition to our conference, FASD will be offering the opportunity for members to attend a post-conference session on data with Julie Hansen. The session will begin at 2:00 on May 8. Her focus will be on using data in professional development to plan, implement,

and follow-up professional development activities. We are continuing to refine the details of the Forum and will be sharing those with you more specifically via the FASD website at [www.fasdonline.org](http://www.fasdonline.org). Be sure to monitor the site for periodic updates and hotel deadlines.

Be sure to mark the date of our Fall Leadership Conference in your calendars now. Much more information about the FASD Leadership Conference will be forthcoming in future newsletters and other publications, but for now "SAVE THE DATE" of September 24-26, 2007. It's sure to be another "NOT TO BE MISSED" professional development experience.

As we continue to serve you through this organization, please let any of the Board members know of questions, concerns, ideas, etc. regarding how we can better serve you. I look forward to seeing each of you at the Spring Forum.

Linda Ferrara is a third grade teacher with Citrus County.  
ferrara@citrus.k12.fl.us



## LEGISLATIVE UPDATES

**O**n January 10, 2007, Cheri Yecke, Ph.D., Chancellor, K-12 Public Education for the Florida Department of Education appeared before the Florida Senate Committee on Education Pre-K - 12.

After her appearance Don Gaetz, Chair of the Committee, wrote a letter soliciting Chancellor Yecke's input on how the Department would modify STAR to address concerns and to specifically describe how the following would be addressed. The following is an excerpt from Senator Gaetz's letter to Chancellor Yecke.

\* STAR is a voluntary program. If Districts do not elect to participate, it is in their discretion to do so. However, districts are required to implement performance pay programs under s.1012.22, F.S. The Department of Education has determined that all current performance pay plans, which were previously approved by the department, are now in violation of that same law. As you know, a district's failure to implement a performance pay plan places the district's funds from the Educational Enhancement Trust Fund in jeopardy. Although I am sure it is coincidental and not intended, the timing of the Department's decision to invalidate current pay plans along with the adoption of STAR gives the appearance that STAR is mandatory or a district will lose its funds.

\* The timing of STAR's implementation may have

prevented school districts from offering performance pay plans that would place funds in the hands of our best performing instructional personnel. This is of particular concern in the academic disciplines where standardized assessments are not available. You have offered school districts access to one district's exit examinations but the value of that tool is severely limited in that other schools across the state do not use that district's precise curriculum in non-FCAT courses.

\* Although you testified that the purpose of STAR is to reward individual teachers based on their students' specific performance, you acknowledged that, in at least one situation, the Department has approved a STAR plan, which rewards teachers based in whole or in part on a school average. Information provided by school districts indicates that, in other cases, the Department has had a lack of willingness to approve STAR plans which reward teams of teachers, even when those teams are assigned to work together to achieve student performance goals. Please explain these inconsistencies or in the alternative, make a definitive statement that your implementation of STAR has departed from the standard of only rewarding individual teachers based on their students' performances.

\* The value tables which STAR uses to define bonus-qualified teachers are based on a comparison of only one year's performance against a base year. The system depends on important and somewhat complicated statistical assumptions and the plan seems difficult to explain or understand. In industry, successful performance pay plans are understood and easily communicated to and among those who are affected. Based on testimony heard before the Committee, STAR seems not to meet that basic criterion.

\* The implementation of STAR appears to have generated widespread opposition from principals and classroom teachers. I know that there are certain individuals who would never support a performance pay plan in our classrooms. However, the support of a substantial minority if not a majority of principals and teachers would seem to be necessary in order for any performance pay plan to be credible and therefore workable. Accordingly, it would appear that greater and more thoughtful efforts should be made to solicit principal and teacher input on the most effective means of designing and implementing a performance pay program.

The Committee would appreciate any recommendations for legislation for a successful performance pay model.

Source:  
Letter to Cheri Yecke  
from Senator Don Gaetz,  
Chair of the Committee  
on Education Pre K - 12  
dated January 16, 2007

**FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT**  
**FASD Officers and Board Members 2006–2007**

<i>Officers</i>			<i>Ex-Officio Members</i>		
Linda Ferrara President	Citrus County	ferrara@citrus.k12.fl.us	James B. Coe Jim Croteau		Emco12@Alltel.net croteauj@mail.leon.k12.fl.us
Joyce Menz President Elect	Nassau County	joyce.menz@nassau.k12.fl.us	Theresa Croteau Carol Johnson		croteaut@mail.leon.k12.fl.us candnjohnson@msn.com
Debbie Cooke Immediate Past-President	Miami-Dade County	dcooke@dadeschools.net	Joanne Kaspert Jane Meadows		JMKaspert@aol.com jmeadows@fcrr.org
Vicki Crisp Secretary	NEFEC	crispv@nefec.org	Neal Meadows Lou Morelli		meadowns@paec.org Tallahassee
Cathy Starling Treasurer	Beacon Educator	starlca@bay.k12.fl.us	Stephanie Webb Mary Verner		stephanietwebb@comcast.net M_Verner@msn.com
<i>Board Members</i>			<i>Regional FASD Board Members</i>		
Pam Burnett Pat Fenton	Lake County Manatee County	burnnettp@mail.lake.k12.fl.us fentonp@manateeschools.net	Region 1 Anthony Cooley	PAEC	cooleya@paec.org 850.638-6131 ext. 2279
Bill Hall Cynthia Lott	Brevard County Lee County - Editor	hallb@brevard.k12.fl.us cynlott@comcast.net	Region 2 Dawn Wilson	Duval County	wilsond@educationcentral.org
Mae Moss Kathy Hebda	Manatee County FLDOE	mossm@fc.manatee.k12.fl.us Kathy.Hebda@fldoe.org	Region 3 Maria Dempsey	Orange County	dempsem@ocps.net.k12.fl.us 407.317.3200x2798
Rosa Harvey-Pratt Terry Tanner-Smith	Miami-Dade County FCRR	rhpratt@dadeschools.net ttannersmith@fcrr.org	Region 4 Debra Elliott	HEC	Debra.elliott@heartlanded.org 863.531.0444 x219
Theresa Vernetson	Univ Florida	tbv@coe.ufl.edu	Region 5 Becky L. Shermis	Broward County	bshermis@kaplan.edu 954.899.8068
<i>FASD Leadership Conference Co- Chairs</i>					
	Pat Fenton	fentonp@manateeschools.net		Terry Tanner-Smith	ttannersmith@fcrr.org

An Affiliate of the National Staff Development Council  
 Florida Association For Staff Development  
 P.O. Box355  
 Gulf Hammock, FL 32639



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

Mailing Address Line 1  
 Mailing Address Line 2  
 Mailing Address Line 3  
 Mailing Address Line 4  
 Mailing Address Line 5