

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



INSIDE THIS ISSUE:

President's Message	1
Professional Development: A Beacon For Learning	2
FASDLC Conference	3
FASD Slate	3
The Florida Teacher Fellows Program	4
Regional Notes	5
FASD and Board Members	8

Special points of interest:

- Fall FASDLC Information
- Web Resourcing
- What Do You Know About Learning Communities

HIGHLY EFFECTIVE LEADERS DO STAFF DEVELOPMENT

Greetings Fellow FASD Members and Staff Developers Everywhere:

Often I hear people at the district staff development office complain that everyone at the school and district says, "Oh, Staff Development will take care of that!" And they usually do! What I would like to hear Staff Development say in response instead is, "How can we help YOU take care of that professional development need?"

As staff developers, we are constantly facilitating resources to meet school and district requests, especially, the never-ending Curriculum and Instruction needs. That is important. Equally or more important, however, is the need to empower school and district leaders (not necessarily administrators) to plan, coordinate, offer and evaluate professional development activities for their staff and co-workers.

Good leaders are loyal supporters of the people who work with and for them. Productive leaders help those they work with by facilitating their contributions to the organization. Highly effective leaders empower the personal and professional growth of their co-

workers and employees so that they can help others and the organization become more effective and valued.

When we place the tools and resources for effective professional development in the hands of teachers, principals and program managers, we are helping them become more effective leaders. In addition, we have expanded our influence geometrically to all whom they may touch. We are building a giant community of learners!

The perfect opportunity to increase the effectiveness of school and district leaders is coming up with the FASD Fall Leadership Conference, September 20-22. The General and Hot Topic sessions offer powerful and useful information and strategies that principals, resource teachers and curriculum specialists can use. Consider bringing a team to the conference as a way to multiply the staff development resources in your district. Then your school and district staff can say, "Staff development? I can take care of it!" Keep growing!!

Jim Croteau, Ph.D.
2003-04 FASD President

PROFESSIONAL DEVELOPMENT:
THE BEACON FOR LEARNING COMMUNITIES
SEPTEMBER 20-22, TRADE WINDS ISLAND GRAND RESORT

PROFESSIONAL DEVELOPMENT: THE BEACON FOR LEARNING COMMUNITIES

Debbie Cooke and Bill Hall,
2004 FASD Fall Leadership Conference Co-Chairs

The 2004 Fall Leadership Conference is fast approaching, and what an exciting conference it will be! This year's FASDLC program has something for everyone who is connected in any way to professional development.

The conference begins Monday, September 20 and ends Wednesday, September 22. The general session speakers are recognized experts in their field. Todd Whitaker will share what great leaders do differently, Rick DuFour will focus on learning communities, and Linda Munger will lead us on how to develop a logic

model for use in a professional learning community. These sessions will be suited to a wide range of professional developers including principals, assistant principals, teacher leaders, district administrators and support personnel.

Hot Topics will focus on the educational leadership standards, reading update information, the protocol, an update on the career ladder legislation, and mentoring/mentoring guidelines. These sessions will be offered twice so that participants can get as much information on these important topics as possible.

Aside from the general

sessions and hot topic sessions, there will be time for book signings with two of our general session speakers. The agenda also includes time to visit exhibits, an awards luncheon that will feature Florida's Teacher of the Year, and time to network with old friends and meet new ones.

Whatever your roles and responsibilities are with professional development, register today, and join us in September for the FASDLC at the Tradewinds in St. Petersburg Beach. All registration information can be found on our website at www.fasdonline.org. We hope to see you there!

Hot Topic sessions will focus on the educational leadership standards, reading update information, the protocol, an update on the career ladder legislation, and mentoring and mentoring guidelines.

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

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT LEADERSHIP CONFERENCE, 2004

Mark your calendars for the FASDLC 2004 conference, September 20-22, 2004.

- ◇ The Trade Winds Island Grand Resort, 727-360-5551, is located at 5500 Gulf Boulevard, St. Pete Beach, Florida 33706.
- ◇ The Trade Winds Island Resorts are located in the Tampa Bay Area

of Florida's Central West Coast directly on the Gulf of Mexico beach. Nestled on the island of St. Pete Beach, the resorts have a breezy, casual ambience.

- ◇ Both Tampa International Airport and St. Petersburg/Clearwater Airport are about 30 minutes away, via Interstate 275.

- ◇ The deadline for reservation is AUGUST 18, 2004. Call 1-800-808-8933. The cost of single/double one bedroom suites is \$115.00 and 147.00 for single/double hotel rooms. This price includes the resort amenity fee/parking.

2004 FALL FASD LEADERSHIP CONFERENCE

Terri Smith

The Florida Association for Staff Development is extremely proud to provide its membership the experience and knowledge of Dr. Whitaker. Dr. Whitaker is a Professor of Educational Leadership at Indiana State University in Terre Haute, Indiana. Dr. Whitaker has been a both a teacher and a principal. His two current best sellers, **What Great Principals Do Differently**, and **What Great Teachers Do Differently** will provide the foundation for his presentation. He has made over 700 presentations at state, national, and international levels.

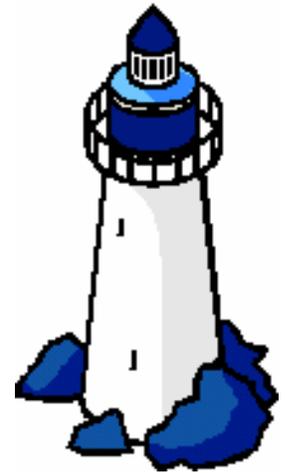
The presentation will center on **WHAT GREAT LEADERS DO DIFFERENTLY: 15 THINGS THAT MATTER MOST**. What are the specific qualities and practices of great leaders (administrative and teacher leaders) that elevate them above the rest?

This workshop reveals what the most effective leaders do differently than their colleagues. Blending school centered studies and experience working with hundreds of school leaders, this workshop will focus on 15 things that the most successful leaders do differently, why these things make them more effective, and how to immediately implement each of these

practices into your setting.

Have we got you excited? At the end of the session participants will be able to:

- ◇ Understand specific things that the most effective leaders do that other leaders do not.
- ◇ Understand how to immediately implement specific skills that the most effective leaders do differently.
- ◇ Apply the concepts presented directly into the daily practices in their schools.
- ◇ Learn three rules of leadership that only great leaders use.
- ◇ Self-evaluate your own leadership effectiveness.



PROFESSIONAL
DEVELOPMENT:
THE BEACON FOR
LEARNING
COMMUNITIES
SEPTEMBER 20-22,
TRADEWINDS
ISLAND GRAND
RESORT

SLATE OF CANDIDATES FOR THE OPEN FASD
OFFICER AND BOARD POSITIONS

Becky Shermis, Nominations Committee Chair

The FASD Board presents the approved slate of candidates for the 2004-2005 open officer and board positions. Members may make additional nominations from the floor during the formal election at the annual business meeting of the Fall 2004 Leadership Conference in September.

PRESIDENT ELECT

Debbie Cooke, Palm Beach County

SECRETARY

Cathy Starling, Bay County

TREASURER

Mickey Hudson, PAEC

DIRECTOR-REGION II

Joyce Menz, Nassau County

BOARD MEMBERS-AT-LARGE (2 Open Positions)

Terry Tanner-Smith, Washington County

Pam Burtnett, Lake County

Kathleen DePuma, Palm Beach

Debra Elliott, Highland County

Mariann Schumde, Stetson Univer-



sity

TRANSFORMING HIGH POVERTY ELEMENTARY SCHOOLS INTO
HIGH PERFORMING SCHOOLS:
THE FLORIDA TEACHER FELLOWS PROGRAM

Alyson Adams

For the past year, 225 teachers in some of Florida's most challenged elementary schools have been working together to improve instruction through an extensive professional development effort developed through the University of Florida College of Education's Lastinger Center for Learning. The Center connects elementary schools in three different counties in Florida – Miami/Dade, Duval, and Alachua – to provide targeted assistance to teachers and principals along individual school areas of focus. Our series of programs is based on the NSDC standards for professional development, as well as best practices in adult learning, collaboration, and school reform. Our goals are comprehensive and far reaching:

- ◇ To improve student performance in high poverty elementary schools
- ◇ To create positive school climates and cultures that will help retain teachers in high poverty elementary schools
- ◇ To improve the quality and increase the amount of teacher learning in high poverty elementary schools through job-embedded staff development
- ◇ To create learning communities around issues of teaching and learning that will improve instructional practice and

promote high levels of student achievement in high poverty elementary schools

To accomplish these goals, we have developed several initiatives, one of which is the Florida Teacher Fellows program, based on findings from a series of focus group studies in high poverty schools. Teacher Fellows participate in monthly school meetings where a University of Florida faculty facilitator assists them in focusing their collective strengths on addressing dilemmas of teaching and learning in high poverty schools. At each school, teachers engage in inquiry into their own practices by looking at student work collaboratively, creating action plans to address student learning and refining those plans through collective reflection in critical friends groups, and investigating, exploring, and sharing research-based best practices with their peers.

Our work with teachers in these schools is aligned with the Professional Development System Evaluation Protocol by ensuring that planning, delivery, follow-up, and evaluation are embedded in the learning each month. To ensure that **planning** is specifically related to identified problems, teachers use student data as well as data related to their own professional growth to inform decision

making in the creation of monthly action plans. Professional development **delivery** occurs over the course of a year, within learning communities consisting of teachers, administrators, special area teachers, and counselors to bring multiple perspectives to the group. Content selected for discussion is context specific, related to the needs of individual schools, and is based on best practices in current research. **Follow-up** is provided through the use of faculty-in-residence personnel, external facilitators, and school-based coaches and teacher leaders as teachers apply new knowledge and skills in the classroom. In between monthly Fellows meetings, teachers attempt new strategies learned at meetings, collect data on the implementation of those strategies, and observe and debrief with peers. Then, results and progress are shared at future Fellows meetings so that teachers can **evaluate** and then refine action plans based on the results. Teachers' practice is made public in these safe environments, where all Fellows agree to work together to improve practice.

We are in the process of developing forms for teachers and schools to create professional development plans that align with the state system. We are

(Continued on page 7)

The goal of the Lastinger Center is to work with teachers, parents, principals, scholars, researchers, businesses, and the community-at-large to improve the education of Florida's elementary school students.



THOUGHTS ON THE DISTRICT DIRECTOR'S ROLE

Joyce Menz
Nassau County

All of us who work to promote student learning through staff development are also experiencing our own learning curve with the high standards set forth in Florida's Staff Development Protocol. One area identified by many of us for ongoing improvement is the implementation of Professional Learning Communities. Recent opportunities for our own learning about PLCs have included the DOE Drive-In Conference held on May 3rd, and the FASD Spring Forum held May 17th-18th. From these sessions, we learned of several dimensions of PLCs that differentiate them from grade level or department meetings and faculty meetings, including collective learning, application of learning, shared personal practice, and collaboration with a curricular focus and research-based adoption process.

As I see it, to accomplish the first dimension of PLC listed above, collective learning and application, one of the primary responsibilities of district-level staff developers is the provision of the research and the learning content and materials - the fodder, if you will - for schools in support of their collaborative learning efforts. This may range from planning comprehensively with trainers to purchasing professional development materials for a district or school

resource center to just simply making recommendations about materials that enable teachers to delve more deeply into the how and why of their pedagogy.

Whatever our level of direct involvement, with an abundance of materials, resources, and very eager vendors available, it is critical that we use our knowledge as leaders in staff development to select, provide or recommend the highest possible quality of materials and resources to support PLC content and processes dedicated to impacting student learning. A few suggested considerations in choosing print or audio-visual materials for PLCs, which align with the Protocol, might be:

- ◇ Are the materials user/reader-friendly in layout and organization, for adult learners?
- ◇ Is there a facilitator guide provided?
- ◇ Is printed text and information supported by visual depiction of key ideas and summaries of important points?
- ◇ Does the content include current research and theory? Evaluation of the impact on student learning?
- ◇ Does the content promote a culture in the school of continuous learning and of strategies to monitor learning, for both adults and students?

- ◇ Does the content provide application-level information and strategies, case studies, work samples, or demonstrations?
- ◇ Do chapters or study guides include or lend themselves to questions and processes that promote reflection and dialogue?
- ◇ Are additional references provided and other resources recommended?

One new example of an excellent resource for a PLC in the area of reading and writing across content areas is a new book by Janet Allen, *Tools for Teaching Content Literacy*. As teachers seek to incorporate content-area literacy into their teaching, they are confronted with a maze of theories, instructional strategies, and acronyms like REAP and RAFT. Teachers who do work their way through the myriad of content reading and writing strategies are discovering not all activities are appropriate for content instruction; only those with a strong research base meet the high standards expected in classrooms today.

Janet Allen has developed an excellent resource for teachers who want to improve their reading instruction across the curriculum. *Tools for Teaching Content Literacy* is a compact tabbed flipchart designed as a ready

(Continued on page 7)



A few suggested considerations in choosing print or audio-visual materials for Professional Learning Communities.

WHAT DO YOU KNOW ABOUT PROFESSIONAL LEARNING COMMUNITIES (PLC)

Ronny Green, Cynthia Lott, and Bob Smith

A Resource for
Professional Learning
Communities

*Outlearning the Wolves:
Surviving and Thriving in a
Learning Organization*

By David Hutchens
Second Ed.

An “awareness” session on Professional Learning Communities (PLC) was presented at the FASD Spring Forum held recently in Clearwater. One of the purposes for the presentation was to pique interest in the topic since a full day at the Fall Leadership Conference in St. Petersburg Beach will be devoted to PLC. The following table depicts how the members of the audience rated themselves in their knowledge of PLC:

It was interesting that more participants are serving on PLCs than the presenters anticipated. The other significant point was that of those who are currently serving on PLCs 40% indicated they do not have a thorough knowledge of how the PLC could best function to make a difference in school performance.

Based on this information, it appears to us that the

timing for Richard DuFour’s presentation at the FASD Fall Leadership Conference is perfect. Many attendees will need additional understanding about the functioning of PLCs and how they benefit school systems, while others can compare their PLCs to the best.

Richard DuFour is the author of two videos, “How to Build a Professional Learning Community” and “Through New Eyes: Examining the Culture of Your School,” as well as numerous books

and articles. Mark your calendars for the FASD Fall Leadership Conference for September 20-22, 2004. Tuesday, September 21, 2004, will be devoted to PLC.

Remember: Professional Learning Communities will assist faculties to feel good and work more harmoniously. Professional Learning Communities based on vision and shared values with a constant focus on student learning can ignite a school or school system to improve student performance.

	Number of Responses
1.0-1.5 No knowledge about PLC	0
2.0-2.5 Heard of PLC— but not sure what they are	5
3.0-3.5 Some knowledge – Understand how they work	32
4.0-4.5 Thorough understanding of PLC functions	6
5.0 Currently serving or has served on PLC	39



WEB
RESOURCING
Cynthia Lott

Visit the Florida Department of Education web site at <http://www.fldoe.org/educator/>.

You will find information about the Professional Development System Evaluation Protocol at <http://www.firn.edu/doe/profdev/cklist.htm> and <http://www.firn.edu/doe/instat/eval.htm> <http://www.firn.edu/doe/profdev/pdstandards.htm>

For more information on Professional Learning Communities, visit Southwest Educational Development Laboratory at <http://www.sedl.org/change/issues/issues61.html> and North Central Regional Educational Laboratory at http://www.ncrel.org/sdrs/areas/rpl_esys/famcomm.htm

Find more information about learning strategies visited at <http://www.learner.org/resources/>



THE FLORIDA TEACHER FELLOWS' PROGRAM

(Continued from page 4)

currently working in districts that have not yet piloted the IPDP, but we are proactively planning for that eventuality because we recognize the importance of aligning our work with that of the district and state.

This year the IPDP will become an anchor of the work undertaken by teachers in each of our schools. We are expanding to involve 13 schools in our three counties, and we estimate 400 Teacher Fellows for the upcoming school year. We are also trying to

work more closely with districts in order to align efforts and eliminate duplication of services and professional development delivery. In doing so, we believe that we can all work together to “leave no educator behind” as we work to improve the education of Florida’s elementary school students.

For more information on the Florida Teacher Fellowship, or other Lastinger Center initiatives, visit our website at <http://www.coe.ufl.edu/Centers/Lastinger/index.html>

Contact:

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**FASDLC CONFERENCE REGISTRATION INCLUDES
 2004-05 MEMBERSHIP FEE**

Membership year: 10/01/04—9/30/05
 Send \$20.00 check, payable to FASD to
 Mickey Hudson, FASD Treasurer
 P.O. Box 760 Chipley, FL 32428-0760

THOUGHTS ON THE DISTRICT DIRECTOR'S ROLE

(Continued from page 5)

reference for content reading and writing instruction that incorporates the suggested characteristics above, and lends itself to reflection and dialogue, collaborative lesson study, and action research. Each of the thirty-nine strategies includes:

- ◇ a brief description and purpose for each strategy;
- ◇ a research base that documents the origin and effectiveness of the strategy;

- ◇ graphic organizers to support the lesson;
- ◇ classroom vignettes from different grade levels and content areas to illustrate the strategy in use.

Tools highlights effective instructional strategies and innovative ideas to help teachers design lessons that meet students’ academic needs as well as content standards. The definitions, descriptions, and research sources also provide a quick reference when implementing state and national standards, designing assess-

ments, writing grants, or evaluating resources for literacy instruction.

Tools for Teaching Content Literacy is an example of a new professional development resource that could easily serve as an effective initial point of study by a PLC, as an action research project resource, or as a culminating reference for a Professional Learning Community.

Editor:
 Cynthia Lott



FLORIDA ASSOCIATION OF STAFF DEVELOPMENT



FASD and Board Members 2003—2004

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We're on the web!
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