



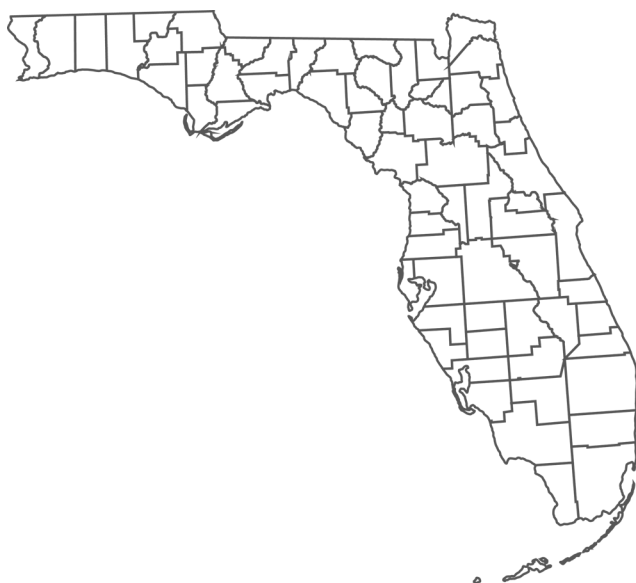
# FASD NEWSLETTER

Winter 2015



## HISTORY

The Florida Association for Staff Development has its roots in the Florida Teacher Education Center Act of 1973. This forward-looking legislation established funding for a model collaborative relationship among teachers, school districts, universities, and the Florida Department of Education (DOE).



## MISSION & GOALS

**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.

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

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

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WHAT'S  
HAPPENING?

## A Message from our PRESIDENT

Carol Milton



**Mission Possible!** This was the theme for our annual fall FASD Leadership Conference (FASDLC). The schedule for the conference was packed with sessions that provided tools, resources, and strategies that will assist us in our professional capacities for engaging educators in professional learning. Participants had numerous sessions to select from to allow for individualized professional growth opportunities. As always, the Florida Department Bureau of Educator Recruitment, Development and Retention had a strong presence at the conference and provided participants with up-to-date information from the Department.

Every fall the FASD Board of Directors holds a fall retreat where we gather to learn and engage in activities that will further the organization. This year, the Board is charged with reviewing and revising the Strategic Plan. As a part of this process, we will be reviewing our vision, mission, and core beliefs as an organization. A critical step in this process will be reflecting on the alignment of our Florida Association with Learning Forward, our national organization. It will be a year focused on reflection and collegial conversations by Board members as we work to develop the strategic goals for FASD for the next five years.

Best wishes for a very Happy New Year! I'm hoping that the holidays provided you with time to rest, relax, and rejuvenate. FASD is looking forward to working collaboratively with each of you in our efforts to positively impact the lives of educators and the students they teach each and every day.

*Regards,*

*Carol Milton*

President, Florida Association for Staff Development

## Learning Forward Reaction to ESEA Reauthorization

In late July, the US Senate passed the reauthorization of ESEA by a vote of 81 – 17.

Learning Forward's advocacy efforts on behalf of the reauthorization concentrated solely on the language surrounding professional learning.

Of significance in this latest iteration of educational legislation is the degree to which professional learning principles are affirmed in the bill, due in large measure to the advocacy efforts of organizations, such as Learning Forward, who understand that professional learning is an essential lever in producing effective teaching and learning every day.

Here are highlights of the blog Stephanie Hirsh published in reaction to the Senate's action:

"Overall, Learning Forward is pleased with the definition that is included in the bill as it passed the Senate last week. If you take a look at the bill itself, you'll find the definition included in section 9101 of the version that passed the Senate (<https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>).

The first part of the definition is most significant to us. It begins:

Professional development means activities that "(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in the core academic subjects and to meet challenging State academic standards; and (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, classroom-focused ..."

While this is a start, there are some essential pieces associated with professional learning about which the legislation is silent, at the moment. Stephanie goes on at the end of her blog to address what is missing. She says:

"While we are pleased with the inclusion of a definition of professional development that covers several critical elements of Learning Forward standards, in our ideal definition of professional learning, we would address several other important issues:

- Make evaluation of impact a part of any professional learning, as it is part of so many other school improvement elements outlined in the legislation.
- Define and include the cycle of continuous improvement.
- Recognize and include the role of central office educators.
- Replace the word "activities" with varied learning experiences. "Activities" has too long of a history as short-term in scope and not tied to sustained learning.
- Strengthen the definition to include more than providing educators the "knowledge and skills" -- those are insufficient to realize change. "Practices" must be included in some way.
- "As the legislation moves forward, we will continue to work on these elements. More importantly, we will continue to support the educators who understand all these essential elements and put them into practice each day. We hope for your support for these changes in legislation and in your practice so that we can continue to document the importance of this investment in education."

As our own state continues its journey in redesigning our vision for professional learning, the work of Learning Forward, and its advocacy efforts will continue to be a resource that informs our efforts.



A Message from  
Our EXECUTIVE  
DIRECTOR

Debbie Cooke



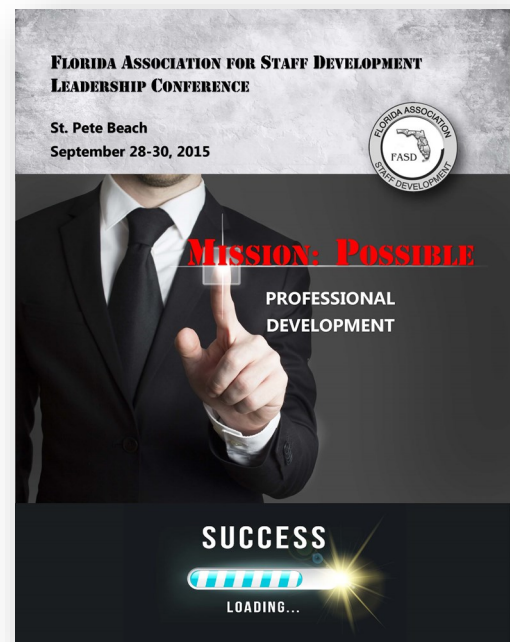
# CAMP TRADEWINDS

## Florida Association for Staff Development Leadership Conference: A Mission **IMP**OSSIBLE Accomplished

“Your mission should you choose to accept it,” became the mantra for two and a half days when educational leaders reported to the Florida Association for Staff Development’s temporary facilities, at Camp TradeWinds in St. Petersburg Beach, for special operations training.

Florida’s lead change agent, Lillian Sigler began the initiative as she challenged all agents to accept the mission to: 1) utilize digital formats and current technology in their professional learning opportunities, 2) energize others by raising the morale of school personnel, and 3) revitalize the true spirit of public education. During their time together, change agents rose in rank to become change agents extraordinaire by learning the special strategies and skills, needed to defy all odds and overcome all limitations, as they carry out highly successful professional learning operations on the home front. Partners stood ready in the outpost to equip agents with the latest methodologies, information, and products. A series of special gadgets, tools, and instructions were donated by partners to help agents get off to a good start.

Kristen Swanson, a nationally-recognized change agent, put “agents in training” through a series of warm-up paces as they learned how to provide successful professional learning operations in the digital age. The following day, agents rolled up their sleeves and learned to free themselves from the bonds of traditional professional learning experiences as they engaged in a fast-paced and challenging EdCamp.





## SPECIAL REPORT

Agents took part in a variety of tactical exercises during the afternoons to hone ops-specific skills.

Exercises included:

- How Using Google Forms Can Make You Smarter – or at least appear that way!
- Our Mission: ENGAGE, IGNITE, AND INSPIRE all Learners!
- iLearnU
- Optimizing and Accelerating ELA Instruction
- Systems Coaching
- PD “Playground”
- Introduction to the High Quality Professional Learning Indicator Checklist
- Creating and Using Learning Targets and Performance Scales: How Teachers Make Better Instructional Decisions
- D3: Differentiated, Documented, Digital Professional Learning through Thinking Maps: Mission Possible!
- HQMIP Work Session
- Improving iPad Workflow in a Microsoft World
- 411 for Staff Development
- Stop, Facilitate, and Listen: PD’s Back with a Whole New Intention!
- Essential Elements of Professional Learning Communities
- Innovating Without Intimidating: Blended Professional Learning for Educators
- Evaluating STEM Education in our Florida Schools
- Successful EdCamp Implementation
- Personalized Professional Growth for Educators
- How to Personalize Learning Opportunities for Educators

At 0845 Wednesday, change agents joined ranks by region to brainstorm ways to maintain the current protocol standards, while waiting for the improved version to be released, share plans to implement EdCamps on the home front, and bring other agents up to date on initiatives and strategies to ensure ops success. During the initiative’s final exercise, Bureau Chief Eileen McDaniel provided an official update on legislation and changes that may be expected in the near future.

At 1130 on Wednesday top ranking tacticians, agents Jo Marie Olk and Chuck Bradley, declared the training operation a success and thanked FASD Board Members for strategic support. Change agents were deployed back to their local field offices where they are certain to quickly execute a series of preemptive strikes and provide professional learning that will ensure that every mission, no matter how difficult or demanding, becomes a “Mission Possible.”



## Two School Districts Recognized for Outstanding Professional Learning Initiatives



Outstanding Professional Learning Practices Awards are presented annually to a school or district whose program has demonstrated a major impact on teacher practice and/or student learning. At FASDLC 2015 the School Districts of Osceola and Manatee Counties received this special recognition. The School District of Osceola County was recognized for the “Go Vertical” Program, a district initiative undertaken to address the need, indicated by an analysis of English Language Arts, Writing, Math, Algebra, and Geometry student data, for vertical articulation to address the decrease in percentage proficiency in 2013 vs. 2014 in grades 5 through 11. Professional



learning was focused on analyzing the new Florida Standards, with teachers working in vertical grade-level teams, to expand their understanding of the new Florida Standards through identification of best practices to meet the elevated rigor of the standards. School leadership and coaches monitored classroom instruction and guided PLCs throughout the year. This innovative vertical alignment professional development program positively impacted teacher practices and improved student learning. Evaluation data collected during the district’s reflective visits indicated an increase in standards-based instruction, communication of learning goals, and adherence to Florida Standards curriculum maps. Reviews of students’ formative assessment data for math and ELA indicated steady growth in student achievement.

The Sheltered Instruction Observation Protocol (SIOP), an initiative focused on improving the educational experience for English Language Learners (ELLs), led to special recognition for the School District of Manatee County. The district



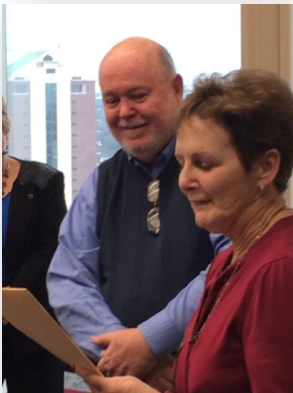
opted to pilot this program in an elementary school with a large ELL population and strong leadership. A yearlong schedule of ongoing support and sustained professional learning was created to include several days of learning with coaching and weekly teacher support sessions. Teachers were expected to demonstrate inclusion of the SIOP components in their ELA lesson plans and visually in the classroom. These components were the primary focus of classroom visits from the ESOL specialists and school administrators. Teachers reported that incorporating the SIOP components into their language arts curriculum

improved their instruction and that students were more secure and confident in the classroom environment, as evidenced by their willingness to share and participate. Additionally, findings indicated that student achievement was positively impacted, especially in vocabulary, conversation, recording comprehension, and written responses.

In addition to the Outstanding Professional Learning Practices Awards, two exceptional individuals were recognized for outstanding contributions.

### Florida Association for Staff Development Distinguished Service Award

Dr. John Moore, Retired Senior Program Director, Bureau of Educator Recruitment, Development, and Retention, Florida Department of Education was



honored with the Florida Association for Staff Development's Distinguished Service Award.

This is the highest award presented to an individual who supports staff development in the State of Florida and was bestowed in recognition of Dr. Moore's dedicated contribution and unwavering commitment to high quality professional development practices. Eileen McDaniel, Chief, Bureau of Educator Recruitment, Development, and Retention and Debbie Cooke, a professional learning consultant to the Florida Department of Education were on site to accept the award on Dr. Moore's behalf.



### Special Friend of the Florida Association for Staff Development Award

Dan Bready, Director, Business Development for North America, Qomo Hitevision, was presented the Special Friend of the Florida Association for Staff Development Award. This is the highest award presented to an individual member for service to FASD and was given in recognition of Mr. Bready's continued support and dedicated service.



Congratulations are in order for our Chuck Bradley on his recent award for working with the Affiliate Leadership committee of Learning Forward!



## Perspectives from Regional Change Agents – A Compilation of Comments

Given ongoing redesign work, on protocol standards how can our region stay true to them?

- Stay true to current standards during transition. \*Checklist provided by USF will provide an on-going framework for: planning, implementation, support, and evaluation – SARASOTA
- Be aware of proposed changes and stay abreast of the work of the PD Redesign Committee
- Be involved in changes/conversations and provide input when requested
- Review the “Mirage Report” and “Teachers Know Best” and consider the response that is needed
- Quality PD – with a focus on implementation/ impact on practice tied to student achievement
- Continue to reference and embed the standards in professional learning
- Continue to look at data as a part of needs assessment (the why!)
- Be more transparent
- Regional collaboration on best practices
- Rely on the FASD Regional Director for Support
- Send out updates on the work of the PD Redesign Committee
- Keep us updated on next steps and continue collaboration, network and share resources
- AdvancED review
- Lesson Study required by every reading coach, one per 9 weeks
- Technology Leadership Groups
- NISL Program

## REGIONAL MEETING NOTES

### What plans do you have to implement EdCamps in your district?

- Visit other EdCamps first and then hold an EdCamp with professional development specialists so they can gain knowledge of the process
- Leon has been conducting EdCamps for last 3 years. They had one in the summer of 2015 and invited those from the tri-county area
- Escambia has had them in some of their schools and another large one is planned for Saturday, October 3. Santa Rosa and Escambia have plans to alternately host them and a benefit is working with their neighboring counties
- Santa Rosa had an “Unconference” with teachers, library media specials, and administrators, to bring “role-alikes” together
- Citrus County has already established EdCamps and will be repeating the process
- Bay is planning to host an EdCamp soon
- Sarasota plans to hold first Ed Camp by January and will provide introductory Ed Camp experience for district staff in December
- Charlotte will hold a new teacher Ed Camp and introduce Ed Camp to PD Coordinators
- Manatee will hold Mini Ed Camps in New Educator Program throughout the program
- In Pinellas, secondary science will have a camp for the Spring District-Wide Training
- Lee would like to start with curriculum and PD staff
- Hillsborough FDLRS will give consideration to implementing at their General Steering Seminars
- Polk plans to implement in the near future
- Heartland plans to hold at least one Ed Camp by December or January
- Pasco wondered, “How does EdCamp align to PD Protocol (Ad Lib vs. Planned PD)?”
- Leon & Escambia offered suggestions: Have at least 3 “plants”. Have people fill out post-it notes, “What do you want to facilitate?” and “What do you want to learn?”
- Need additional support to get details such as time frame
- Start small!
- Have conversations with decision maker and need to make certain there is clarification of expectations
- Possibly conduct EdCamp for new teachers, non-instructional personnel, APs, and during a principal’s meeting
- EdCamp style for needs assessment for further PD (deeper training)
- Offer EdCamp sessions on PD days
- Broward County will have an EdCamp in their ESE Department... their department is one but is very spread out
- PNP Program
- New Teacher Orientation Program
- Palm Beach will be sharing this concept with the PD Department, for possible roll out to administrators and new teachers



## What initiatives are you working on that you would like to share?

### Region 1

- Santa Rosa had a STEAM leader core – 80 teachers with Discovery Ed. There were five training days and 10 onsite training days. They also held “Camp Learn A lot” – S’more math and reading... Scout out for resources. Next time, they’ll be conducting it with MTSS teams
- Escambia is working on Vision 20-20 which is a student-centered approach for personalized learning. Textbook is not king and assessments are not the all in all. Students are the main thing and the ultimate goal is to engage students. Escambia also attended “Future Ready” in Atlanta
- Others mentioned Yammer

### Region 3

- Leadership/Teacher Leaders
- ePathways
- Swivel Demonstration Classes
- UF Coach Model/Teacher Mentors
- Transition/UCF
- Matrix/New QIEP
- Responsive Classroom
- Teachlive
- Building Capacity through Instructional Coaching
- Micro-credentialing
- Vertical Alignment
- Understanding by Design (backwards lesson planning)
- Prioritizing Standards and Productive Struggling
- PLCs
- Literacy Design Collaborative
- CRIS
- Personalized Learning
- CTE Certification for Schools
- 1:1 Instruction for Technology
- AVID/Core Connections/LFS

### Region 2

- Teacher planning
- HQMIP Components
- Learning Focused
- PLCs
- Coaching program
- Non-instructional training
- Aspiring leaders program
- Human Capital Management System - Article: Kraemer, S., Scott, J. Milanowski, A. Fairbairn, S.et. Al (2015). “Designing and Implementing Human Capital Management Systems in Educator Evaluator Systems”
- Aligning all district PD to Instructional Framework
- “You only teach what you plan”
- Aligning PD to teacher deliberate practice elements (St. Johns)
- “Summer Institute” – trained teacher leaders to provide high-quality PD at school (High Yield Inst. Strategies, Balanced Literacy, MFAS, Blended Digital)
- Collaborative Classroom
- Mindset
- New teacher coaching program
- PD sites with open classrooms

### Region 4

- Manatee - New educator program with mentors
- HILLSBOROUGH FDLRS - Digital Readiness w/Target PD using Prescriptive Analytics new PD trainer (ESE) Boot Camp
- Manatee - New Internship Program, Accountable Talk/Accountable Team Tasks, inclusion, math fluency, vocabulary (Science), Family Engagement
- Lee - Academic priorities/funding aligned to district strategic plan, one-to-one initiative
- Pinellas - Monthly content specific interactive PDs with planned follow-up and incorporating the “flipped” model into PD
- Charlotte - Roll-out and support of district initiatives (Thinking Maps, Edviate, TNL, STEM)
- Pasco - Matching rigor (student tasks) to the standards
- Polk - Model Instructional Classrooms, TNL, Behavior Training Boot Camp, Parent University

### Region 5

- Monroe - 4th grade iPad rollout.
- Hendry - Unpacking the standards.
- Palm Beach - Re-training on Marzano.
- Broward (FDLRS) - Maintaining courses for SWD

# BOARD MEMBERS

<b>President</b> <b>CAROL MILTON</b> Project Coordinator, FDLRS/Gateway and Professional Development Contact, Hamilton County • <a href="mailto:Carol.milton@fdlrsgateway.com">Carol.milton@fdlrsgateway.com</a>	<b>Region I Director</b> <b>BARBARA EUBANKS</b> Coordinator • <a href="mailto:eubanb@bay.k12.fl.us">eubanb@bay.k12.fl.us</a>	<b>Director at Large</b> <b>MARY ANN AHEARN</b> FDLRS Administration Project Administrator ESE Special Projects • <a href="mailto:ahearnm@nefec.org">ahearnm@nefec.org</a>	<b>Director at Large</b>  VACANT Will send more information once position has been filled
<b>President-Elect</b> <b>ALYSON ADAMS</b> Clinical Associate Professor University of Florida • <a href="mailto:adamsa@coe.ufl.edu">adamsa@coe.ufl.edu</a>	<b>Region II Director</b> <b>TARA HART</b> Director, K-12 Academic Services • <a href="mailto:tara.hart@marion.k12.fl.us">tara.hart@marion.k12.fl.us</a>	<b>Director at Large</b> <b>DEBRA ELLIOTT</b> Executive Director, Heartland Educational Consortium • <a href="mailto:Debra.elliott@heartlanded.org">Debra.elliott@heartlanded.org</a>	<b>Director at Large</b> <b>ELAINE McCANN</b> NEW Inclusion Facilitator, Florida Inclusion Network, Region 3 FDLRS Action • <a href="mailto:emccann@contactfin.com">emccann@contactfin.com</a>
<b>Immediate Past President</b> <b>LILLIAN SIGLER</b> Retired • <a href="mailto:Lsigler1945@yahoo.com">Lsigler1945@yahoo.com</a>	<b>Region III Director</b> <b>LYNN CONROY</b> Coordinator of Certification & Professional Development, Brevard County • <a href="mailto:Conroy.Lynn@brevardschools.org">Conroy.Lynn@brevardschools.org</a>	<b>Director at Large</b> <b>SHERRY GIBSON</b> HR Specialist II, Palm Beach County • <a href="mailto:Sherry.gibson@palmbeachschools.org">Sherry.gibson@palmbeachschools.org</a>	<b>Executive Director</b> <b>DEBBIE COOKE</b> • <a href="mailto:wpglconsulting@gmail.com">wpglconsulting@gmail.com</a>
<b>Secretary</b> <b>BRENDA CROUCH</b> Instructional Delivery Services Consultant, Panhandle Area Educational Consortium • <a href="mailto:crouchb@paec.org">crouchb@paec.org</a>	<b>Region IV Director</b> <b>JOANNA JOHNSON</b> Senior Coordinator, Professional Learning Polk County • <a href="mailto:joannal.johnson@polk-fl.net">joannal.johnson@polk-fl.net</a>	<b>Director at Large</b> <b>SALLIE JENKINS</b> Retired, Seminole County • <a href="mailto:jenkinssallie@gmail.com">jenkinssallie@gmail.com</a>	<b>FLDOE Representative</b> <b>EILEEN MCDANIEL</b> Bureau Chief, Bureau of Educator Recruitment, Development, and Retention • <a href="mailto:Eileen.McDaniel@fldoe.org">Eileen.McDaniel@fldoe.org</a>
<b>Treasurer</b> <b>CATHY STARLING</b> Project Director, Beacon Learning Center Bay District Schools • <a href="mailto:starlca@bay.k12.fl.us">starlca@bay.k12.fl.us</a>	<b>Region V Director</b> <b>SHARI HUENE-JOHNSON</b> Supervisor of Leadership Development, Collier County • <a href="mailto:huenejsh@collierschools.com">huenejsh@collierschools.com</a>	<b>Director at Large</b> <b>SHANE FAIRBAIRN</b> Supervisor, Curriculum & Instruction North East Florida Educational Consortium (NEFEC) • <a href="mailto:fairbairns@nefec.org">fairbairns@nefec.org</a>	<b>FLDOE Representative</b> <b>JASON GRAHAM</b> Sr. Educational Program Director, Bureau of Educator Recruitment, Development, and Retention • <a href="mailto:Jason.graham@fldoe.org">Jason.graham@fldoe.org</a>

# FASD 2016 SPRING FORUM



**When:** May 2-3, 2016  
May 2<sup>nd</sup> – 8am–4:15pm  
May 3<sup>rd</sup> – 8am–Noon  
(Coffee and Tea on 5/2 with Hot Breakfast Buffet on 5/3)

**Where:** Hilton Daytona Beach Resort Oceanwalk  
100 N. Atlantic Ave., Daytona Beach, FL 32118

**Hotel Reservations:** Please call the hotel directly (386) 254-8200 and ask for the “FASD room block” to secure the \$109 rate. **Deadline: March 25th**

**Registration:** [www.fasdonline.org](http://www.fasdonline.org) **Deadline: March 25th**

Registration fee: \$150 for members and \$175 for non-members which includes Monday lunch and Tuesday breakfast.

Special Invited  
National Speaker Jennifer Abrams to  
provide our general session on  
*Differentiating Professional Learning*



**Dates:** September 19-21, 2016  
**Location:** TradeWinds Island Grand Resort  
St. Pete Beach, Florida

**More information coming soon!**