

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

Marcia Tate-Speaker

"Sit & Get Won't Grow Dendrites"

*20 Professional Learning Strategies That Engage the Adult
Brain*



2011 Leadership Conference

Hidden Treasures - Pearls of Wisdom



Mark the Date!

September 19-21, 2011
TradeWinds Resort
St. Petersburg, FL
More information forthcoming

FASD STRATEGIC PLAN

Strategic Plan 2011-2015

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

Goal 1: To demonstrate, model and promote state-of-the-art professional learning strategies, policies and practices.

Strategies:

- Model Florida's Professional Development Standards
- Promote sharing and modeling of professional development processes
- Promote collaboration among all stakeholders in professional learning experiences

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

Strategies:

- Conduct an annual Spring Forum
- Conduct an annual FASD Leadership Conference
- Publish three issues of the FASD Newsletter annually
- Facilitate a Wikispace for members
- Publish an FASD Website

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

Strategies:

- Maintain affiliation with Learning Forward organization
- Maintain relationship with FLDOE
- Communicate and advocate quality professional development to FASD membership.

FASD Members...We want your input!

For those of you attending FASD Spring Forum, we will meet in groups to discuss the proposed Strategic Plan.

For those of you unable to attend FASD Spring Forum, please post your comments and suggestions at <http://fasd.pds-hrd.wikispaces.net/Strategic+Plan> , Discussion tab.

PD AROUND THE STATE



Region I

Brenda Crouch, Region Director

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As colleagues across Region One shared their major professional learning activities, one fact became clear; they are winners in the race to provide quality professional learning opportunities for teachers! Although key professional learning topics this year have been varied, a theme – educator excellence, has been uniform. Major professional learning initiatives include technology, content and strategies enhancement, and fine-tuning data analysis skills, to name a few. Professional learning to support response to intervention, differentiated instruction and ESOL are ongoing.

Teachers and students across Region One are using technology to dig deeply into science as a result of the Enhancing Education through Technology (EETT) grants, awarded to a number of districts. The grant emphasized enhancing the capacity of science teachers to incorporate technology into instruction to provide more rigorous and challenging lessons. It also encouraged teachers to foster collaboration among

students, extend student learning beyond the school day, increase learner engagement, and ultimately, to increase academic achievement in science. EETT teachers have participated in Florida Digital Educator Training, implemented new classroom technology methods, collaborated across districts, and added new instructional models to their educational tool chest. In addition, for many, action research projects were required and opportunities to delve into lesson study provided.

Well-known content experts were utilized by some districts to provide content-specific, ongoing, job-embedded professional learning with coaching and mentoring. It was designed to assist teachers in full implementation of the NGSSS and with end of course exams in mind. Teachers deepened knowledge of content and the NGSSS benchmarks, use of formative and summative data to guide instruction, and implementation of research-evidenced instructional strategies. Some of these content experts have worked with district personnel over a number of years, to scaffold teacher learning and enhance practices over time. One district has coupled combined these efforts with project-based learning to ensure teachers link content to relevant and rigorous learning opportunities for students.

The Region One professional learning *forecast* for next year anticipates strong winds will blow professional learning forward in these key areas: 1) implementing effective teacher evaluations for administrative teams; 2) strengthening lesson study as a major vehicle for professional learning; 3) increasing knowledge regarding strategies upon which teacher evaluations will be based; 4) ensuring teachers are familiar with the teacher performance appraisal process; and 5) continuing the efforts described above.

The Panhandle Area Educational Consortium's 44th Annual Leadership Conference at the Bay Point Marriott Resort in Panama City, Florida will jump-start these 2011-2012 school year initiatives as district and school leaders gather to learn and explore creative

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solutions to the rising tide of expectations, at a time when funds are diminishing. To register for the conference, which is open to all school and district administrators, visit <http://www.paec.org/LeadershipConference/>.

Region ii

Carol Milton, Region Director

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STEM Update: Representatives from Hamilton, Lafayette and Putnam District Schools, as well as NEFEC staff, visited both North County High School and South River High School in a recent trip to explore models of STEM education in Anne Arundel, Maryland. Each school offered a different view of Science, Technology, Engineering and Math instruction in a Project Based classroom facilitated by teachers and professionals who are experts in the field. Students participating in STEM programs in Maryland select pathways in Aerospace, Earth & Space Systems, Green Technologies, Computer Science & Applied Mathematics, Nanotechnology & Materials Science and a new Biomedical Program beginning next year. This model is being considered as a potential framework for the new STEM Initiative.

Region III

Debbie Iseman, Region Director

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The St. Lucie County School District entered into an unique partnership with the world's largest publisher of educational materials. The school board approved a five-year agreement with Houghton Mifflin Harcourt that continues through June 30, 2016. The district will spend \$12.4 million on textbooks and instructional materials from the company and the company will provide the district with about \$11.3 million in extra goods and services.

The partnership will focus on four areas, including expanding and enhancing early childhood education for three-year-olds through third grade, helping in the creation of the St. Lucie County Parent Academy, developing a comprehensive science, technology, engineering and mathematics curriculum and attacking the digital divide. The digital divide is a gap between people with effective access to digital and information technology and those with limited or no access. Nearly seven out of ten students in St. Lucie live in poverty, and the research shows children that have access to technology have a distinct advantage over children who don't have access.

Other benefits include high-quality, targeted professional development in public and private schools, 21st-century printed and digital materials for learners ages 3 to 103, and "lifetime software licenses extended to students, educators, parents and community."

Region V

Bette H. Zippin, Region Director

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Region V would like to welcome Dr. Elisa Calabrese, the newly appointed Assistant Superintendent of Human Resource Development, Broward County. Miami-Dade and Broward County are both finalists for the prestigious BROAD Award, winner to be announced in the FALL.

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PRESIDENT'S MESSAGE



Greetings!

The FASD Spring Forum **PD Fiesta** starts May 2 in Melbourne, FL. Your FASD Board has been working diligently toward providing a fabulous event that truly supports our critical work. We hope to see you there!

I report with mixed feelings that Regional IV Director, Barbara Stafford, has resigned from the Board in preparation for her retirement from Sarasota County Schools. Barbara has worked diligently with Region IV professional developers and as conference chair of exhibitors at the FASD Leadership Conference. We will truly miss Barbara! Pam Houfek of Sarasota County has agreed to serve as Region IV Director for the remainder of Barbara's term. We welcome Pam and hope Barbara continues to visit from time to time.

Additionally, Vicki Crisp, of NEFEC has just announced her retirement. Vicki served the FASD Board as Secretary for many years and did an outstanding job. We wish Vicki well in her retirement and encourage her to visit us as well.

Please mark the date for the **FASD Leadership Conference, September 19 through 21**, at St. Pete Beach. Conference Chairs Joyce Menz and Chuck Bradley will guide us through **Hidden Treasures... Pearls of Wisdom**.

The FASD Website (www.fasdonline.org) continues to be your resource for updates and information about professional development. I welcome your comments on how FASD might better serve you and promote professional learning in Florida.

See you soon,

Cathy Starling

FASD President

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FLDOE UPDATE

DR. JOHN MOORE



Large systems, such as a state educational system, tend to be slow to change. They are prone to conducting “business as usual” even when reasons to make changes have become common knowledge. As my grandfather might have said, “It’s hard to get the big dog moving”. As national leaders in the study of systems say, “systems don’t change until the essential elements of systemic change are present”. Interestingly, those essential elements for systemic change are coming together around the Florida’s public education system. The big dog is about to move.

The Race-to-the-Top (RTTT) grant, the legislature’s Student Success Act, and intensified attention to contemporary research on instruction and educational leadership have put into place significant systemic change capacities. RTTT enables change in such critical elements as evaluation, professional development, data capacities, and assessments of student learning. The FEAPs are updated and focused. Common Core standards are on the horizon. Processes to align the Leadership Standards with contemporary research are underway. The Student Success Act has redefined the purpose of evaluation for instructional and administrative personnel: In the future, school district evaluation systems will be designed to support effective instruction and student learning growth. All of this allows new levels of coordination and collaboration.

Over the next four years, expressions from the literature like “paradigm shift,” “systemic change,” “continuous progress,” and “quality control” will have real world meaning to Florida’s educators. This is good, but it is also challenging. Big changes allow painting big picture descriptions of the process– but the actual changes in what our system can deliver for students comes from the “on-the-ground” detail work by people in the schools and those supporting their professional learning. Intensive support will be needed from professional development providers to make the changes we need to happen, school by school.

One process finding its way into more and more schools is the use of book study groups to deepen understanding of the research base that underlies much of the work in progress on redevelopment of evaluation and professional development systems. This easy to implement process is enabling teachers and principals to become comfortable with the research-based practices in an incremental manner.

One example of book study could be a school based study group that meets every three to four weeks. The group would discuss a chapter from a quality resource that explains how the research should be put into practice. Many are using Robert Marzano’s *The Art and Science of Teaching*. The principal participates in the book study along with the group. During each three-four week meeting cycle, the principal’s walk-throughs and observation feedback focus on the issues that the group discussed during the cycle.. Over the course of the year, the principal and teachers develop a deeper understanding of research-based core instructional practices. The process also enables them to work together on improving student learning and instructional practice using a common language of instruction.

