

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



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SPECIAL POINTS OF INTEREST:

Spring FASD Conference
Web Resourcing
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HELLO FROM THE PRESIDENT!

I always marvel at how the level of activity picks up in the spring of the year...Tallahassee is buzzing right now with legislators and Spring Time events. Schools everywhere are engaging students and teachers in some of the most important events of the school year.

And speaking of important events...I hope each of you are planning to attend the FASD Spring Forum in Daytona, May 2-3. The Forum promises to deliver information you can use as you play your critical role in developing the National Staff Development Council's goal that "All teachers in all schools will experience high-quality professional learning as a part of their daily work by 2007". We are fortunate to have on the Forum agenda, the president of NSDC, Cindy Harrison, who will talk to us about the critical element of time to deliver high-quality professional development during the work day. Of course, we have planned the conference to extend the learning you gained at the Fall Conference on learning communities.

For many years, FASD has benefited from the support and involvement of the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention. The Bureau is providing their support once again for the Forum. We are very excited to have the Bureau's new chief, Kathy Hebda, to speak at the Forum Luncheon on Monday, May 2. The Bureau is also providing all registered participants with a copy of the NSDC publication, *Powerful Designs*. Thank you DOE!

Remember, as you go about the great work that you do, to engage in powerful conversations with your colleagues. If we aren't talking about high-quality professional development, then we probably aren't delivering it. And while you are talking, why not ask, "By the way, are you going to the FASD Spring Forum, May 2-3 in Daytona?"

Hope to see you and your colleagues in Daytona!

At your Service,

Jane Granger

FASD President 2004-05

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT
Spring Forum, May 2-3, 2005, The Plaza Resort & Spa, Daytona Beach
Make reservations by March 30, 2005 — 800-874-7420

FASD NOMINATIONS FOR 2005-2006

It's that time of year to be thinking about...

NOMINATIONS FOR 2005-2006

FASD OPEN POSITIONS FOR BOARD/OFFICERS/DIRECTORS

If you would like to suggest nominations for one of the open positions, please do one of the following:

1. Contact Mae Moss, Nominations Committee Chair, at FASD Spring 2005 Forum or email her at mossm@fc.manatee.k12.fl.us
2. Complete the nomination form below and return to FASD registration desk at the Spring Forum or to one of the current Board members.

**2005-2006 FASD Open Positions
Officer/Director Open Positions**

President-Elect

Treasurer

Secretary

Director – Region I

Director – Region V


BOARD OPEN POSITIONS

Board Member

Nominating Committee Member-at-Large (2)

Annual Election Meeting will be held at the
Fall 2005 FASD Conference

Annual Election Meeting is held during the Fall 2005 FASD Conference



FASD Spring Forum, May 2-3, 2005
 The Plaza Resort & Spa, Daytona Beach
 600 North Atlantic Avenue
 Phone: 800-874-7420
<http://www.plazaresortandspa.com>
 Reservations by March 30, 2005
 Rate: \$95.00 Single/Double Room
 Free parking

Nomination Request Form

I would like to suggest the following person as a nominee for a FASD position:

Suggested Name: _____ Work Phone: _____

Current Position: _____ District: _____

I recommend this person for the following open FASD position: _____

Person submitting request: _____

FOLLOWING THROUGH WITH FOLLOW-UP

Debbie Cooke

With the implementation of the Florida

Protocol Standards for Professional Development comes a state-wide focus on the essential nature of follow-up as a critical element for ensuring that professional learning by adults actually translates to a change in practice and ultimately results in impact to student performance. Professional development designers are struggling with changing current practices to embed this crucial element into their work.

One of the first simple steps to be taken is to “lay the expectation of follow-up” on the table when designing professional development. In many cases, the “if-we-build-it-they-will-come” philosophy DOES work. Participants in professional learning, for the most part, ARE interested in refining their craft, and are willing to provide evidence of transfer of learning into practical application.

Another practical strategy for increasing the likelihood for implementation through follow-up is to design authentic opportunities for participants to document their use of the new learning. Answering the question, “If partici-

pants make use of this learning, what will it look like in practice?” will help designers to plan job-embedded opportunities for participants to use new learning in a meaningful and authentic manner.

The Protocol Standards identify two components that, when included in the design, are most likely to promote implementation of specific professional learning.

Those elements are coaching and mentoring, and use of web-based resources and assistance. These two elements are being incorporated into professional development design across the nation and across the state. The challenge is to ensure that adequate resources are allocated, from the planning stage, for these elements. For major initiatives, many districts are providing school-based coaches as a piece of the professional development design. We are also seeing more and more use of web-based resources to “follow-up” from afar. Designers of professional development are reminded to work closely with the IT departments in their districts to ensure that system capacity is sufficient to handle the increases likely to occur as this element becomes a

natural piece of professional development.

In conclusion, research validates the notion that professional development which attends to follow-up from the planning stage through the evaluation stage is more likely to meet its objective and impact adult and student learners. The expectation is that this essential element is embedded in the professional development work being done around the state. The accountability for follow-up is present at the teacher level, the school level and the district level. Professional development designers must attend to this information in order to meet the standards for high quality professional development set by NSDC and the Florida Department of Education.

For more information on follow-up, visit www.teachinflorida.com and find the link for Professional Development. From there, go to Staff Developer’s Toolkit. Information on the Protocol Standards, and Promising Practices can be found there.

The Protocol Standards identify two components that, when included in the design, are most likely to promote implementation of specific professional learning.

OUTSTANDING STAFF DEVELOPMENT PRACTICES AWARDS

Joyce Menz

Each year, FASD recognizes and shares excellence in staff development practices and contributions, based on the Florida staff development protocol. The following are the 2004 FASD award recipients for the Outstanding staff development practices

Orange County Alternative Education, Whole Faculty Study Groups.

Debora Graves, principal. Protocol Focus of Recognition: Planning, Delivery, and Follow-up

The Orange County Alternative Education Literacy Council (LC), comprised of instructional leaders and the administrative team, reviewed student data and determined that there was a critical need for the alternative education student population to develop reading research skills due to low performance in Cluster 4 Reading FCAT.

The Leadership Team, in collaboration with Pro-

ject Central and FlaRE, identified various needs at 21 program sites, and chose Whole Faculty Study Groups (WFSG) by Murphy and Lick as a model for implementing professional development.

Teachers met monthly to address the essential question, "How do we teach students to organize, analyze, synthesize and interpret what they read?"

The Leadership Council members were trained to serve as facilitators for each group and received coaching and facilitation training through Project Central. Collegiality among teachers greatly improved. After just one year of implementation, with over 80 teachers impacting over 800 students, Alternative Education deemed this professional development model a success and one to continue.

Lastinger Center for Learning. University of Florida; Alachua, Duval and Miami-Dade Counties. Don Pemberton and Alyson

Adams, Administrators. Protocol Focus of Recognition: Planning and Follow-up

The Lastinger Fellows program is all about learning communities. Each group scheduled 3-hour monthly meetings after school to review, revise, recreate and rejuvenate their professional goals and individual plans for the year facilitated by their Lastinger Liaison.

All schools engaged in these activities focused on data-driven initiatives aligned with school and district goals. The Lastinger Fellows engaged teachers in individual monthly action plans (IMAP), based on the National School Reform Faculty professional development initiative.

To date the Lastinger Center for Learning has worked with 225 teachers from nine different elementary schools in three Florida counties.

Preliminary outcome data has been in the form

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We're on the web!
<http://www.beaconeducator.com/fasd>



WEB
RESOURCING

A DOE web site with promising practices
www.teachinflorida.com

The National Staff Development Council (NSDC) is conducting a new national online survey to determine how teachers and administrators are experiencing the effects of professional development provisions of the No Child Left Behind Act.

Any teacher or administrator at the school or district level can access and complete the survey by going to
<http://tinyurl.com/3o3do>



ORGANIZATION HAPPENINGS AND CONFERENCES

Becky Shermis, FASD Region V Director

Greetings from the FASD Board and to update you on what we have coming up in regards to the organization's happenings and conferences.

FASD SPRING FORUM

MAY 2-3, 2005

DAYTONA BEACH

"Staff Development: Powerful Designs" Featuring Cindy Harrison, NSDC President.

Concurrent session draft ideas are: Regional Presentations on Best Practices in Innovations, the DELTA Project, and the Secondary Reading Initiative.

FASD LEADERSHIP CONFERENCE

SEPT. 26-28 ST. PETERSBURG BEACH

Come and celebrate the 30th anniversary of the FASD leadership conference. We encourage principals to attend the conference and to bring teacher leaders (a member from their school improvement team, a National Board Certified teacher) to the conference.

Based on the evaluation feedback from the last conference, we are planning a DOE Overview in the general session as well as HOT TOPIC breakouts by job-alike groups.

Promising Practice ses-

sions are being incorporated this year, highlighting state districts who are implementing the Protocol Standards

LEGISLATION UPDATE

One bill currently on the floor related to staff development would require every teacher in the state to complete a training on Hate Crimes.

If you have ideas for the DOE Hot Topic Sessions for the Sept. 2005 Conference, email me and share with me topics that might be a priority concern for you, principals, and/or teachers from your district.

LEADERSHIP DEVELOPMENT FOR TEACHERS

Developing core skills of teacher leaders faces several challenges in Florida's school districts. Among these challenges are preparing teachers to assist with improving instruction in their schools, providing meaningful experiences that may be a part of an individual teacher's professional development plan, and meeting the mentoring requirement for National Board Certified teachers. Teacher leaders can assist in the support of new teachers and help to improve teacher retention rates. Skillful teacher leaders can assist the school principal with

the accomplishment of district and school goals for improved student outcomes.

Leadership Development for Teachers, Second Edition is a blended classroom and web-based program.

When you deliver the course in your district, the course will consist of eighteen hours of classroom learning which can be delivered in three six-hour sessions or six three-hour sessions, plus 20 hours of web-based activity (two hours per week for ten weeks) and seven hours to carry out a job-embedded action plan. This course is consistent

with the State of Florida Staff Development protocol areas of including technology and providing job-embedded learning experiences to follow up and assure application of learning gained in the workshop sessions.

Those interested in becoming prepared to act as District Coordinators of Leadership Development for Teachers contact:

Lisa Nicotera, Office Manager, Tampa Bay Educational Leadership Collaborative, University of South Florida, College of Education, HMS 401, Tampa, Florida 33620

*Leadership
Development For
Teachers
(LDT)*

LINKING LEARNING LEADERS

Terry Tanner-Smith

The Florida Association for Staff Development (FASD) appreciates your membership and acknowledges your contributions to promoting quality professional learning throughout the state. Whether in the classroom, at the school, or within a district the application of research based professional development is having a positive impact on student achievement.

The Liaison Committee of FASD hopes to facilitate conversations between all organizations committed to the National Staff Development Council's goal of "all teachers in all schools experiencing high quality professional learning as a part of their daily work by 2007." As active members in other professional organizations please take time to offer your expertise in quality planning, delivery,

follow up and evaluation of sponsored inservice.

Other ways FASD may be of service is through promoting the educational organization through a web link or exploring the possibility of providing a vehicle for electronic follow up.

For more information please contact

Terry Tanner-smith at tannersm_t@flrn.edu or 850.638.6279.

IMPROVING STUDENT ACHIEVEMENT. WHAT IF???

Ronny Green, Ph.D., Bob Smith, Ph.D., Don Leech, Ph.D.

Can you imagine students being taught by applying technology using an "expert" in the content being presented? The teacher is the facilitator of learning and a learner at the same time. Applying expert systems is "not" only about hardware and soft-

ware but about human relationships and empowerment.

Computers and digital technology hold great promise for helping teachers leverage their ability to facilitate learning and at the same time learn from the experts. This in turn is

much more effective than traditional staff development as there is little evidence that site based staff development has any measurable impact on student achievement or school performance.

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FASD AWARDS

(Continued from page 4)
of teacher perceptions through surveys and interviews, with over 90% of the teachers reporting that as a result of their participation in this program, they have changed the way they teach specific subjects, and they have increased their commitment to teaching in high poverty schools.

Indian River Community College. "Living Science" Initiative.
Sherry Bowen, Director.

Protocol Focus of Recognition: Delivery

Using a three-pronged approach, the Living Science Initiative has worked to provide professional development for math and science teachers, as well as to form a regional science community that supports science and math education.

In the Living Science Summer Workshop teachers spent two weeks re-energizing through participation in a variety of activi-

ties, such as demonstration of hands-on classroom based activities with local scientific and research partners, tours of local environmentally sensitive areas, and discussions and exchange of ideas with other teachers in the area. The workshop stressed activities for the integration of science and math, and have been instrumental in preparing students for the Science FCAT.

IMPROVING STUDENT ACHIEVEMENT

(Continued from page 6)

How Do Expert Systems Work?

For a group setting, the teacher projects the image that would normally appear on a computer monitor onto a large screen. The system is designed to be non-linear and allows the participants (teachers and students) to choose what is to be discovered and learned. This exploring and learning is taking place within the context of knowledge that has been validated and enriched within a stimulating format. Unrestricted access to learning is the intent.

The system uses text, graphics, animation, full-motion video, sound, color, and allows the participants to be fully interactive with the system. It is conceivable that a learner could explore the system thousands of times and never follow the same learning route. The learners choose what they want to learn based on what motivates them most at that point. Motivation is the key.

The idea is for the teacher to leverage his/her capacity to facilitate learning. This empowers teachers to assemble and facilitate a team of world-class experts for the purpose of providing learning opportunities for all participants (in this example students and teachers themselves). Everyone benefits. Stephen Covey calls this "win, win."

We can easily see how these expert systems will progress from the use of large screens to the use of life-size holograms. The sophistication will grow, but we have all the powerful

technology based tools needed to employ expert computer systems today.

What's the Point?

Teacher development programs are encouraged to continue to create, enhance and deliver the current range of quality programs. Valuable new knowledge about the art of teaching is being discovered by dedicated researchers every day. The use of expert learning systems does not discount the value of this new knowledge. The approach being encouraged is to create expert learning systems in parallel with current efforts. Teacher development programs (state, district, private and university) would begin to create "expert learning systems" by committing resources and personnel. As these systems come on-line the new learning technology would be integrated into our teacher development programs and shared with those already teaching.

Just imagine every student taught by the world's best teachers. Additionally, students will be able to direct their learning facilitated by teachers who are learning as they learn. Roland Barth calls this a "community of learners."

We would then collectively create expert learning systems allowing the best content experts to respond to all our children. At the same time our teachers, by working with these expert systems, would become progressively more capable by facilitating these systems. The more they facilitate these programs, the more expert they become. Teach-

ers would be empowered and developed in the process. Under these conditions learning for teachers would truly be a career long experience.

The most effective use of expert learning systems is to leverage the capacity of teachers/students to facilitate learning. We clearly need to work at providing teachers with tools that empower them and allow for unrestricted energy flow. This will allow each teacher to accomplish more quality work in less time. In the future we will minimize or eliminate the handicap of having teachers entering the teaching profession with lower academic credentials than some competing professions. In fact, we see teachers using these high leverage tools outperforming any group of teachers past or present.

In the real world, all tests are open-book tests. The intent is to have students learn and learn how to learn. Expert learning systems have the potential to become the teacher's most effective tool for leveraging student learning.

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FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT
FASD and Board Members 2004–2005

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<http://www.beaconeducator.com/fasd>