It’s hard to believe that it is already 2006! With more than half of the 05/06 school year behind us, it is my hope that you have already experienced the elements of high quality teaching and learning for yourselves, for your colleagues and for your students discussed in my previous message. My hope, too, is that the seeds of “result-driven, standards-based and job-embedded” professional learning opportunities are sprouting around the state, and that the “springtime” will be a time of even more growth and perpetuation for these essential elements.

In addition, I trust that many of you have begun to reflect on your own “Teachable Points of View” and that you have been “standing up” in conversations related to professional development about your beliefs and the work you are doing in your own spheres of influence to ensure that we are closer than ever before in the attainment of our collective goal: All teachers in all schools will experience high quality professional learning as part of their daily work by 2007.

Your state organization continues its part in helping us to reach the goal as well. At our recent FASD Board Meeting, 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. As a result of this individual and collective reflection, we hope you will note an ever-improving menu of services, information and support from the organizational leaders.

One such example will be in the opportunities and experiences available to you at the upcoming Spring Forum, being held this year at the Crown Plaza Melbourne Oceanfront Hotel. The dates for the Forum are May 1-2, 2006. The content focus will be on issues surrounding coaching as a method for improving the reflective practice of educators. We have arranged for Joellen Killion, Special Projects Director for NSDC, to be our featured speaker. Those of you who have had the privilege of working with her previously will want to make sure you are with us for this exciting opportunity, and those of you who have not will want to access the possibilities offered by this interaction. We are continuing to refine the details of the Forum and will be sharing those with you more specifically via the FASD website www.fasdonline.org. Be sure to monitor the site for (Continued on page 5)
FASD NOMINATIONS FOR 2006-2007

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

NOMINATIONS FOR 2006-2007

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 Linda Ferrara, Nominations Committee Chair, at the FASD Spring 2006 Forum or email her at ferraral@citrus.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.

2006-2007 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)

FASD Spring Forum, May 1-2, 2006
The Crowne Plaza Melbourne Oceanfront
2605 North Highway A1A
Indialantic, FL 32903

Reservations by April 7, 2006
(See flyer)

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: ________________________________
Greetings from Region II! Three staff development initiatives are described below, one from St. Johns County and two representing the small rural counties that collaborate with the North East Florida Educational Consortium. Please feel free to contact the districts for more information!

**St. Johns County: Tech Refresh**

St. John’s County has a major training initiative, Tech Refresh training, upcoming. All teachers receive a new laptop computer every three years, as part of the district’s Tech Refresh Plan. The district is using the state’s tech survey, “Inventory of Technology Skills” for planning and needs assessment so that teachers can determine the areas in technology that they have mastered and the areas in which they need help. This survey actually requires teachers to perform tasks to show their mastery in various areas of technology skills.

The district’s Tech Coaches are facilitating a “Train-the-Trainer” workshop for approximately three teachers from each school. These lead teachers, in addition to the Tech Coaches and National Board Certified Teachers, will facilitate the various technology workshops (differentiated and attended according to need). The teacher-trainers at each school and the Tech Coaches will follow up with training participants one-on-one or in small groups, as needed.

Basic training includes: Basic Operations; Productivity/Word Processing; Productivity/Graphics; Communication; Spreadsheets/Databases; Presentations. Advanced workshops for teachers achieving the “Instructional Delivery Model” classroom level, support teachers who have mastered the basics and who qualify for IDM classroom status, with a computer for every student and the use of advanced applications and technology integration.

School principals determine the accountability and progress measures at their school, with an emphasis on application in the classroom, with the support of the Tech Coaches. The district has 13 Tech Coaches who serve 30 schools. Their role is to help teachers integrate technology into their instruction.

**North East Florida Educational Consortium: Florida SUMS**

The fifteen member districts of the North East Florida Educational Consortium (NEFEC) are rolling out a math initiative entitled Florida SUMS (Florida Students Using Mathematics Skillfully). This exciting, whole-school initiative will provide K-5 teachers with professional development, classroom tools and resources, and ongoing support.

The summer institute will focus on providing teachers with both in-depth content knowledge of mathematics and research-based instructional strategies. Teachers will learn to facilitate their students’ use of math through meaningful problem-centered activities, math journals, vocabulary strategies, and math-based literature.

(Continued on page 7)
For over thirty years professional development in Florida has been evolving. Since 1975, the Florida Association for Staff Development (FASD) has been the support organization dedicated to providing staff developers with the best resources possible to establish and improve programs for the educators within their home school districts. FASD partnered with the National Staff Development Council (NSDC) as an affiliate to bring more professional expertise and resources to the Florida organization. NSDC has been offering national Leadership Academies for several years focused on the latest research and strategies to benefit professional development efforts. Supported by NSDC, the FASD Board envisions a Florida Professional Development Academy for the benefit of staff developers in our state. The FASD Academy will provide quality guidance and direction to new staff developers. After careful planning, the FASD Board is working to make Florida's Academy a reality. The Academy sessions will be offered over a 12 – 18 month period in conjunction with FASD conferences. Each session will be 4-6 hours in length, over 1 – 2 days. The first Academy Session will be in conjunction with the Fall 2006 FASD Leadership Conference.

What is the focus?

The FASD Professional Development Academy will focus on the needs of public/private K-20 educators new to the area (first three years) of staff development. The content of the academy will revolve around Florida’s Professional Development Standards and the supporting policies, knowledge and practices.

How will it work?

The Academy sessions will be offered over a 12 – 18 month period in conjunction with FASD conferences. Each session will be 4-6 hours in length, over 1 – 2 days. The first Academy Session will be in conjunction with the Fall 2006 FASD Leadership Conference.

Who can participate?

Candidates will be required to apply for membership and attendance at the FASD Professional Development Academy, pledging their full participation at all Academy sessions. They will also be required to obtain their supervisor’s support and financial backing for their attendance at all the Academy sessions.

Registration

Watch the FASD website www.fasdonline.org for registration information to be posted in May, 2006.

Marsha Hill

Marsha Hill is with North East Florida Educational Consortium (NEFEC) hillm@nefec.org

I don’t know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer
A major assumption behind most efforts to improve individual and organizational performance suggests one should work directly on the act. For instance, a cultural myth is that one can significantly impact teacher performance by working directly on the teacher’s delivery of instruction. Teacher evaluations and performance appraisal processes are good examples of this thinking. This essential idea drives us to assume that if we can raise the level of performance (in this case a stage performance) for every teacher in the school then student performance will rise. Legislators believe so strongly in this assumption that teacher performance appraisal is written into state law in all fifty states.

Staff development is inherent to improving teacher performance. One aspect of staff development is to train teachers on attitudes and behaviors. The assumption is if teachers behave differently with better attitudes, the teaching process will be improved. The No Child Left Behind law has elevated the need for high quality teachers. Most staff development resulting from No Child Left Behind focuses on teacher behavior and attitudes.

Steven Covey in The Seven Habits of Highly Effective People argues that if you want to make small incremental changes in performance, focus on behaviors and attitudes. If you want to make significant improvement in performance, help teachers and other employees change their mental models. This is the challenge of all change agents.

Mental models, as used in this article, are defined as mental tools we use to make sense of a world full of stimuli. Humans are routinely bombarded with more stimuli than they can possibly process. Mental models enable individuals to screen and organize incoming stimuli so they can make sense of our world. Mental models are necessary to interpret complex events and short cut complex routine tasks. For example, if

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(Continued from page 5)

everyday we had to relearn how to tie our shoes we would become less effective. The loss of the “tie our shoes mental model” would delay our efforts to get dressed. We have a mental model for almost every task and chore.

We are all familiar with the ground breaking work of Robert Rosenthal which has been characterized as the Pygmalion Effect. Rosenthal observed that the teacher’s assumption about the student’s ability significantly impacted performance. This effect of course can work positively or negatively. Once a basic assumption (mental model) is made our mental model impacts our beliefs, which impact our attitudes, which impact our behaviors and performance. The Pygmalion Effect is one example of an intervention being initiated at the mental model level.

One must have mental models to function efficiently and effectively. Who you are (your mind) is a reflection of both inheritance and programming. The hard wiring is a reflection of your DNA, genes, and heredity. The programming portion of who you are is the result of social gifts from parents, culture and cognition. Mental models are critical to performance. Humans are synergy. We are greater than the sum of our parts. In addition, beliefs, attitudes, and behaviors all play important roles in determining performance. An understanding of all these elements is necessary if we are to leverage individual and group performance.

In education we have falsely assumed that if you want to improve performance then you are best served to work directly on the performance. Not true. If an apple grower wants better apples the farmer would not target apple polishing as a primary strategy to improve the quality of apples. No, the farmer would cultivate the land, water the trees, fertilize regularly, spray on a schedule, etc. to produce quality fruit. Focusing directly on the final product is not a high leverage activity. In this example just polishing fruit would be equivalent to conducting appraisals, training teachers in skills or behaviors they have not embraced, and requiring them to demonstrate and deliver teaching methods inconsistent with their mental models.

Using the Natural Forces Performance Model professionals may initiate an intervention at any step from the “Mental Model Level” to the “Performance Level.” The “Performance Level” has the least potential for change (improving performance) with the “Mental Model Level” having the most potential. It should be noted that the rate of change between each step is not arithmetic as one would suspect but geometric. Thus, beginning an intervention at the “Performance Level” is a low leverage strategy while beginning an intervention at the “Mental Model Level” moving to the “Performance Level” is synergistic and more powerful.

(Continued on page 7)

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

- Best Staff Development Practices
- High Quality Professional Learning
- Book Reviews
cynlott@comcast.net
The limits of performance for individuals and organizations are set by the mental models applied. Walter Shewhart spoke to this when he said, “You cannot change anything until you change that which makes it so.” A quote from William Shakespeare reinforces this idea which says, “Nothing is but thinking makes it so.”

We have conducted informal surveys of staff development personnel and found through their own admission approximately ninety percent of all training focuses on behavior (skills) and attitude training. If the above performance model is true then we should be receiving small performance gains from large amounts of training. What is your experience? We admit this is counterintuitive to traditional thinking.

Yes, think about it. How are you and your organization spending your time and energy? Are you using high leverage intervention strategies?

Last thought, the above model reflects the concept that humans are human. If one wishes to change performance one must address both competence and character issues. Just as focusing on performance as a primary strategy is a low leverage strategy, development activities focusing on competence without an equal dose of character are ill advised. It is essential to deliver as many opportunities for character development as opportunities to change one’s mental models.

Training and development must be turned upside down to create the highest possible performance. That means starting at the mental model level and focusing on both competence and character.

How do you best change old ingrained mental models? Great Question.

References


In order to become a Florida SUMS school, the principal and 80% of the faculty must agree to attend the summer institute and implement the training. Schools in Region II are currently applying to become Florida SUMS’ schools. NEFEC plans to train approximately 600 educators this summer. Expansion of Florida SUMS in the coming years will include additional schools and additional grade levels.

NEFEC: Principal Leadership Academy
During the past year, the NEFEC has designed and implemented the Principal Leadership Academy (PLA) for a pilot cohort, which included principals from all fourteen of NEFEC’s member districts. The framework of the PLA aligns with the Florida Principal Leadership Standards and Key Indicators. The academy addresses three tiers of curriculum focus for aspiring principals, experienced principals, and high-performing principals.

Each tier of NEFEC’s Principal Leadership Academy provides school-based leaders with an opportunity to examine their school’s vision, culture, and data as these elements directly affect student achievement. The training offerings include: Data Analysis for Instructional Leaders, Curriculum Mapping, Building Leadership Teams, Effective Learning Communities, and Administrator Inquiry. PLA participants will be prepared for the demands of 21st century instructional leadership.

Bob Smith is with Valdosta State bptsmith@comcast.net

Joyce Menz is with Nassau County School Board joyce.menz@nassau.k12.fl.us
# Florida Association for Staff Development

**FASD Officers and Board Members 2005–2006**

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<tr>
<th>Officers</th>
<th>Ex-Officio Members</th>
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<tr>
<td>Debbie Cooke</td>
<td>Palm Beach County</td>
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<td>Jane Meadows</td>
<td>Florida Center for Reading Research</td>
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<td>Marsha Hill</td>
<td>NEFEC</td>
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<td>Cathy Starling</td>
<td>Beacon Learning</td>
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<td>Linda Ferrara</td>
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<td>Pam Burtnett</td>
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<td>Pat Fenton</td>
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<td>Bill Hall</td>
<td>Brevard County</td>
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<td>Cynthia Lott</td>
<td>Lee County—Editor</td>
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<td>Mae Moss</td>
<td>Manatee County</td>
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<td>Henry Pollock</td>
<td>FDOE</td>
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<tr>
<td>Rosa Harvey-Pratt</td>
<td>Miami-Dade County</td>
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<td>Theresa Vernetson</td>
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An Affiliate of the National Staff Development Council  
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Gulf Hammock, FL 32639  

www.FASDonline.org/