

# FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

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www.FASDonline.org

## PRESIDENT'S MESSAGE

DEBBIE COOKE

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](http://www.fasdonline.org). Be sure to monitor the site for

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FASD Spring Forum  
May 1 - 2 , 2006  
Indialantic, FL

Our goal: All teachers in all schools will experience high quality professional learning as part of their daily work.

# 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](mailto: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

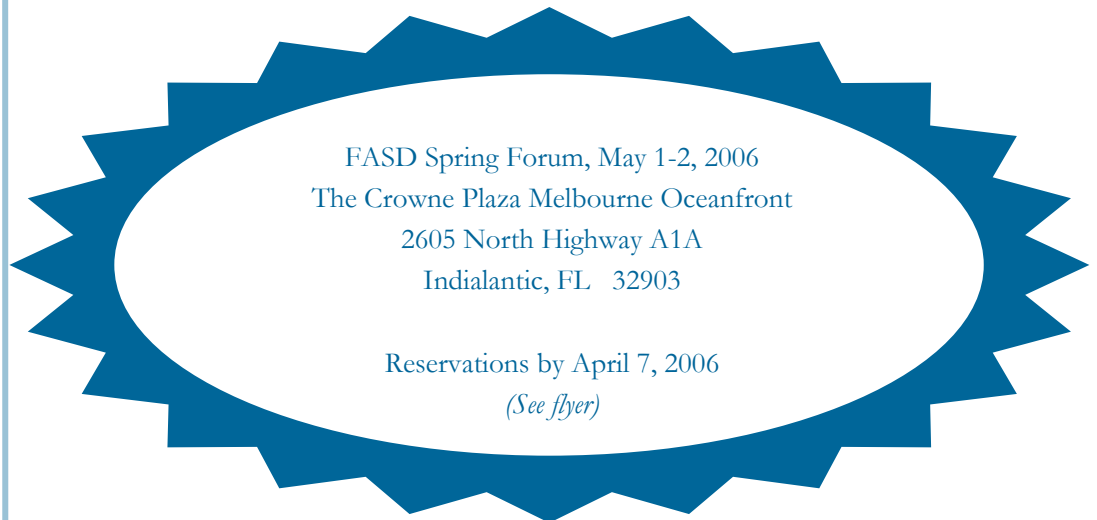
Director – Region V

#### **BOARD OPEN POSITIONS**

Board Member

Nominating Committee Member—at-Large (2)

*Annual Election Meeting is held during the Fall 2006 FASD Conference*



### **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: \_\_\_\_\_

2005–2006  
FLORIDA  
ASSOCIATION  
FOR STAFF  
DEVELOPMENT  
Board Officers  
and  
Members  
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## REGION II STAFF DEVELOPMENT HIGHLIGHTS

### Joyce Menz

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" work-

shop 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.

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Contact the districts for more information!

#### **St. Johns County:** **Tech Refresh**

*For more information, please contact George Moon, Coordinator of Staff Development, at 904.819.7537.*

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

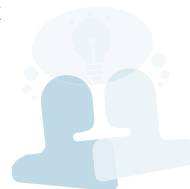
*For more information, please contact Jason Arnold at 386.329.3800 or [arnoldj@nefec.org](mailto:arnoldj@nefec.org).*



WEB  
RESOURCING

Florida Association for Staff Development  
[www.FASDonline.org](http://www.FASDonline.org)

National Staff Development Council  
[www.nsd.org](http://www.nsd.org)



# FASD PROFESSIONAL DEVELOPMENT ACADEMY

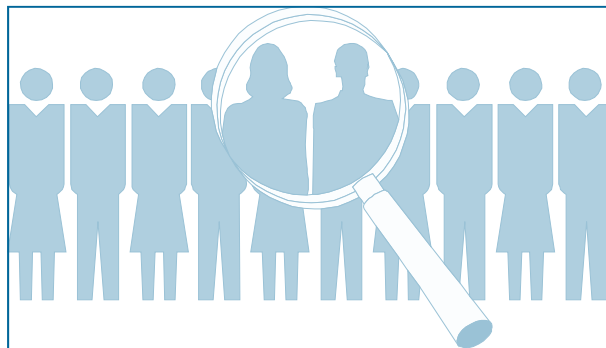
## Marsha Hill

**F**or 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.



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](http://www.fasdonline.org) for registration information to be posted in May, 2006.

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?

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

## TO IMPROVE TEACHER PERFORMANCE TURN YOUR STAFF DEVELOPMENT STRATEGY UPSIDE DOWN

Bob Smith, Ronny Green, Don Leech, Terri Smith

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 ap-

praisal 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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## PRESIDENT'S MESSAGE

Debbie Cooke

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periodic updates. Please note that the hotel registration deadline is April 7<sup>th</sup>, and due to the limited number of hotels available in the area following our recent hurricane seasons, it will be very important for attendees to meet this deadline.

Another opportunity for you to network with colleagues and expand your own knowledge regarding the most current practice and initiatives re-

lated to professional development will be at our Fall Leadership Conference. Much more information about the FASD Leadership Conference will be forthcoming in future newsletters and other publications.

**SAVE THE DATE**  
**September 25 – 27, 2006.**  
**It's sure to be another**  
**NOT TO BE MISSED**  
**professional development**  
**experience.**

Finally, I encourage each of you, on a daily basis to pause for moments of individual reflection regarding the actions, activities and opportunities you have experienced that will shape and sustain you in your own quest for high quality professional learning.

Have a prosperous spring. It is my pleasure to continue to serve you and to serve with you.

Debbie Cook is with  
 Palm Beach County Schools  
 cooke@mail.palmbeach.k12.fl.us

## TO IMPROVE TEACHER PERFORMANCE TURN YOUR

*(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.

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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](mailto:cynlott@comcast.net)

### Natural Forces Performance Model

Low Leverage

Performance

Competence



Behaviors

Attitudes

Beliefs

High Leverage

Mental Models

Character

## STAFF DEVELOPMENT STRATEGY UPSIDE DOWN

(Continued from page 6)

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?

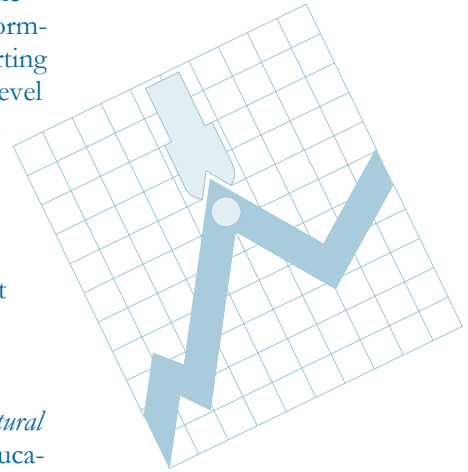
Last thought, the above model reflects the concept that humans are human. If one wishes to change performance one must address both competence and character issues. Just as focusing on performance as a primary strategy is a low leverage strategy, development activities focusing on competence without 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

- Green, R. (2003). *Natural forces*. Tallahassee: Educational Services Consortium, Inc.
- Gunter, M., Estes, T., Schwab, J. (1999). *Instruction: a models approach*. Boston: Allyn and Bacon.



Bob Smith is with  
Valdosta State  
bptsmith@comcast.net

## REGION II

(Continued from page 3)

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 21<sup>st</sup> century instructional leadership.

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

<i>Officers</i>			<i>Ex-Officio Members</i>		
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Jane Meadows Immediate Past-President	Florida Center for Reading Research	jmeadows@fccr.org	Carol Johnson Joanne Kaspert		candnjohnson@msn.com JMKaspert@aol.com
Marsha Hill Secretary	NEFEC	hillm@nefec.org	Neal Meadows Lou Morelli		meadowsn@paec.org
Cathy Starling Treasurer	Beacon Learning	starlca@bay.k12.fl.us	Stephanie Webb		stephwebb46@aol.com
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Bill Hall Cynthia Lott	Brevard County Lee County—Editor	hallb@brevard.k12.fl.us cynlott@comcast.net	Region 2 Joyce Menz	Nassau County	joyce.menz@nassau.k12.fl.us 904.491.9888
Mae Moss Henry Pollock	Manatee County FLDOE	mossm@fc.manatee.k12.fl.us Henry.Pollock@fldoe.org	Region 3 Maria Dempsey	Orange County	dempsem@ocps.net.k12.fl.us 407.317.3200x2798
Rosa Harvey-Pratt Terry Tanner-Smith	Miami-Dade County Washington County	rhpratt@dadeschools.nettannersm_ t@firn.edu	Region 4 Brenda Kearse	Hillsborough County	brenda.kearse@sdhc.k12.fl.us 813.272.4892
Theresa Vernetson	Univ Florida	tbv@coe.ufl.edu	Region 5 Becky L. Shermis	Broward County	bshermis@kaplan.edu 954-899-8068
<i>Friends of the Board</i>			<i>Leadership Conference Co-Chairs</i>		
James B. Coe Mary Verner		Emco12@Alltel.net M_Verner@msn.com	Pat Fenton Terry Tanner-Smith		fentonp@fc.manatee.k12.fl.us tannersm_t@firn.edu

An Affiliate of the National Staff Development Council  
Florida Association For Staff Development  
P.O. Box355  
Gulf Hammock, FL 32639



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