

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

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PRESIDENT'S MESSAGE

LINDA FERRARA



Happy Spring! As this year quickly comes to an end, I hope that you

have all found successful experiences with your learning and the learning of you students. I also hope that we continue to strive to meet the NSDC goal of job-embedded learning for all educators everyday.

By the time you receive this, we will have had our Spring Forum at the beautiful Crowne Plaza in Melbourne on May 7 and 8. The conference presented us with practical applications related to learning communities from educators and administrators here in Florida and a group for Georgia as well. Monday began with 2006 National Principal of the Year, Charlotte Rafferty, sharing her views on professional learning and the principal's role. Next, we had a panel discussion and breakout sessions beginning with a group from Palm Beach (our award winners from the Leadership Conference 06) who presented on how to manage the time associated with learning communities. How to find time in our day always seems to be the biggest stumbling block, so I am

sure that their suggestions will spur some creative uses at your sites for the coming year. Then Dr. John Green and Dr. Elizabeth Rieken from Georgia as well as Robin Novelli, Sue Murray, and Tim Cool from Brevard shared their ways to use data to inform instruction, create learning communities, and then evaluate the effectiveness of the learning. The final group to share on Monday, Charlotte Rafferty from Lee County and Terry Lee from Brevard County, discussed how supportive leadership for learning communities can make a huge difference in their success. We ended the day with regional breakouts to share the strategies and challenges we are experiencing in each of our districts. What a wonderful way to get resources within your own region.

Kathy Hebda, Bureau Chief with the Bureau of Educator Recruitment, Development and Retention, was our featured speaker at lunch on Monday. Ms. Hebda provided updates regarding the proposed legislative changes being debated currently.

Then on Tuesday, a combined effort between UF and UCF provided us with two different models for Action Re-

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Fall Leadership Conference
September 24 – 26, 2007
St. Pete Beach, FL

2007 FASD Leadership Conference Round Up: Corralling, Planning and Evaluation

Terry Tanner-Smith



Terry Tanner-Smith is an Instructional Specialist with the National Center on Instruction, Reading K-12, Florida Center for Reading Research
ttannersmith@fcr.org

Champion's primary focus as a leader in professional development has been to encourage leaders to be more strategic in their work to get more success and results from their efforts. Over the years Champion has written two columns for the Journal of Staff Development --- *Skillshop* and *Taking Measure* (1999 through 2006), available on the NSDC web site, www.nsd.org. She has also authored several books on staff development, leadership, and change, including *Tools for Change Workshops* (1993) and *Learning the Craft of Training* (2000). Currently Champion writes for the Professional Development Idea Exchange, a web board on ASCD's web site. She also wrote the Professional Development Leadership segment of the ASCD Guide for Instructional Leaders III (2003). Her ASCD online course, "Ask Now, Not Later: Evaluation of Professional Development," is available online through ASCD.

Robby began Champion Consulting in 1990 and has been a full-time consultant since then doing training, presenting, and coaching for nearly 300 organizations around the country and in several other countries. She began her teaching career in West Virginia, Connecticut, and Pennsylvania. She also taught at

various universities and colleges in teacher education and leadership. Champion has served as program leader for beginning teacher initiatives and later as Branch Chief of Staff Development at the Maryland State Department of Education. She received a doctorate in education from West Virginia University in 1982 with a research focus on the use of research in the education of teachers. Robby is currently at work on a book for new leaders of professional development.

Whether you are a "green horn" or a veteran, this conference has something you can pack in your saddle bag. On Tuesday, Hot Topic sessions offer more growing room than a 10-gallon hat. These one hour breakout sessions provide updated information, resources, or support

regarding the latest Department of Education legislation, current state/national initiatives, Protocol Standards, or priority needs of staff developers at the district, school, and faculty levels. Hot Topic sessions round up not only the needs of different role-alike groups but also address different district sizes as well. Exhibitors and award recognitions fill this wagon train to capacity. So don't put yourself in the PD pasture, gitty-up to the FASD Leadership Conference by registering today at [http://www.fasdonline.com/!](http://www.fasdonline.com/)



Robby Champion is the keynote speaker at the FASD Fall Leadership Conference.

Florida Association for Staff Development
Leadership Conference
September 24 – 26, 2007
TradeWinds
St. Pete Beach

REGION III AREA NOTES

Maria C. Dempsey

Action Research is a continuous and reflective process by which educators study their own practice in order to improve instruction. Orange County Public Schools Professional Development Services supports schools in this process through training, and on-site coaching. School teams consisting of administrative personnel and teacher leaders are trained using a model developed by Project Central. One of the goals is to provide support for each school in order to promote professional learning communities within. The school team facilitates collaboration among grade levels and across grade levels. This fosters professional dialogue, learning and researching.

Why action research?

The primary goal of action research is to improve student learning by developing and refining the skill of teaching.

Professional Development Services supports teachers and administrators through the process from the very beginning. In the spring of each year, schools are selected to participate because they exemplify and utilize effective professional development strategies, represent a wide range of student populations and demographics and each administrator demonstrates their commitment to action research and the development of a Professional

Learning Community. An orientation, led by an action research expert is held for administrators and a small leadership team from each school. The training emphasizes the importance the administrative team plays in sustaining action research at the school level. It is also important for the teachers selected to participate, to be interested in self-reflection and willing to change their methods of instruction if necessary. When schools have these important ideas in place, plus readily available resources, including time, action research is sustained and becomes an extremely valuable tool for student achievement.

In late summer or early fall, two-day training is provided by Professional Development Services for teacher teams from the selected schools. Here the teachers learn the action research process. Recently, a leadership component has been added to the training. It is important for teachers to have information on how to lead others through the process. Following this training, learning communities are formed at the schools and these are supported by on-site visits throughout the year by PDS resource teachers. Generally in early May, a celebration is held for all teachers and their administrators who have participated in action research. Since the process is cyclical, all schools that have been sup-

ported by PDS are invited, as well as schools that are just joining the process. The celebration helps bring together some who have become experts in action research, with those who have just completed the process for the first time and those who are in the beginning stages of the process. These groups sharing during the celebration helps to form a community that garners the initiative's sustainability. The newly selected schools also leave with a picture of the end of the process in their minds. It lets them know where they are going.

To date, Professional Development Services for Orange County has trained and supported nineteen schools through the action research model. PDS continues to support these schools by providing training materials and site support when appropriate. The model lends itself to building capacity within the school. The response from participating school personnel has been very positive. Teachers have communicated their satisfaction with the model. They feel that through action research, they can prove to themselves, their administrators and the community what they do in their classrooms truly makes a difference in their students' success.



Maria Dempsey is Region III Director and Sr. Administrator of Instructional Development in Orange County. dempsem@ocps.net.k12.fl.us

The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly"

Guskey, 2000

Region III serves Brevard, Indian River, Lake, Okeechobee, Orange, Osceola, St. Lucie, Seminole, Sumter and Volusia counties.

REGION IV AREA NOTES

Debra Elliott



Dr. Debra Elliott
Office of Professional Development
Heartland Educational Consortium
in Lake Placid.
Debra.elliott@heartlanded.org

Region IV serves Charlotte, DeSoto, Glades, Hardee, Hernando, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, and Sarasota counties.

Leadership Development for Teachers (LDT), an engaging and interactive professional development workshop, was offered to teacher leaders in Region IV during the fall of 2006 and early winter of 2007 at the Heartland Educational Consortium. Located in Lake Placid, Heartland Educational Consortium (HEC) is an educational service provider which serves six rural districts, five of which are in Region IV: Desoto, Glades, Hardee, Hendry, and Highlands. Okeechobee County is member of HEC and is also a participating district of Region III. Teacher leaders were identified and recommended by school districts to attend the 45 hour LDT course at the consortium facility located in southern Highlands County.

Leadership Development for Teachers (LDT), Second Edition, is a 45-hour blended classroom and web-based professional development course consisting of 3 (6 hour) workshops, 20 hours of web-based activity and 7 hours of job-embedded application of course concepts. The LDT course was designed by Dr. Gayle Moller, Western Carolina University and Dr. Marilyn Katzenmeyer, Professional Development Center, Inc. to meet the needs of teachers who have a desire to engage in developing their leadership knowledge and skills in order to improve the student outcomes in their classrooms, schools, and districts.

Each participant designed and implemented an Influencing Action Plan in his/her home school or district. These plans provide a job-embedded professional development component to assure transfer and application of the knowledge and skills developed in the workshop and web-based components of the course.

The class was facilitated by Dr. Debra Elliott, Coordinator of Professional Development for Heartland Educational Consortium, who was certified as an LDT trainer, along with Dr. Katzenmeyer. Twelve teachers are seeking final certification of completion for their participation and work in satisfying the LDT objectives. Lee, Manatee, Okeechobee, Highlands, Glades, and Hardee school districts had representation at the LDT workshop. Another LDT course is being planned for the fall of 2007 at the Heartland Educational Consortium for the purpose of continuing to build capacity for teacher leadership.

Source: Leadership Development for Teachers Facilitator's Guide

PRESIDENT'S MESSAGE

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search. They then brought in teachers and administrators from their programs to share projects and discuss their application to the classroom, instruction, and assessment.

An added bonus to this year's forum was a workshop after the forum with Julie Hansen discussing data. It was a wonderful experience for those who were able to attend. She then continued with a special session on Wednesday with our FASD Academy as they met again to continue learning and growing in their knowledge of professional development.

Finally, on Tuesday, a group met with the representative from NSDC to begin the initial planning stages for the NSDC

Teacher Leadership Conference to be held in Orlando in July 2008. We will meet again in September - It is still not too late to join in helping to plan this event.

If you missed it, you missed a great experience! Not to worry, however, as another opportunity will present itself this fall at our annual Leadership Conference. Mark your calendar for the dates of September 24-26, 2007. Much more information about the FASD Leadership Conference is available in this newsletter, or you can visit the FASD website at www.fasdonline.org to learn more.

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

Linda Ferrara is a third grade teacher with Citrus County.
ferrara@citrus.k12.fl.us

DID YOU KNOW...

Hearthland Educational Consortium (HEC) is a regional, non-profit, educational service agency founded in 1996 to provide cooperative services to member districts in central rural Florida. The organization is dedicated to providing services to member districts and helping the districts achieve their goals and objectives through sharing ideas and resources to enhance the delivery of programs and services.

The Superintendents of the member districts serve as the Board of Directors for the Consortium. They meet monthly to provide direction by establishing policy, sharing information, reviewing the budget and providing feedback. Their leadership and support are our greatest assets as they guide the development of programs and services furnished by the Consortium.

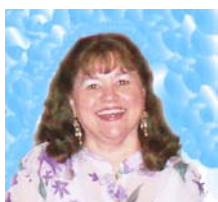
The Consortium provides services and resources in many areas: staff development in school improvement and accountability, leadership groups in curriculum and administration, training activities for all levels of school personnel, grant writing, printing, and an annual leadership conference.

HEC member districts with the HEC are with DeSoto, Glades, Hardee, Hendry, Highland, Okeechobee counties.

The HEC Partners with Florida Learning Alliance, Florida Virtual School, North East Florida Educational Consortium (NEFEC), Panhandle Area Educational Consortium (PAEC), and Florida Diagnostic Learning Resource Services (FDLRS).

Heartland Educational Consortium
 1096 US Highway 27 North
 Lake Placid, Florida 33852
 863-531-0444.
<http://www.heartlanded.org/contact.htm>

FASD HAS NEW EXECUTIVE DIRECTOR



After applications were solicited and reviewed last fall, Florida Association for Staff Development is pleased to announce the selection of Debbie Cooke as Executive Director of the organization. Look for more information about her background and role in the fall newsletter!



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RESOURCING**

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Teacher resources and teacher professional development programming for K-12 teachers through FREE satellite channel and Video On Demand.

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<http://www.heartlanded.org/>
Heartland Educational Consortium

HOW DO YOU BEST CHANGE MENTAL MODELS?

Ronny Green, Bob Smith, Don Leech, Terri Smith

“Whether or not you can observe a thing depends upon the theory [mental model] you use. It is the theory that decides what can be observed.”

Albert Einstein

Introduction
 This article is a follow-up to the article entitled “To Improve Teacher Performance Turn Your Staff Development Strategy Upside Down.” (FASD Publication, Volume XV, Issue 3, Spring, 2006) That article ended with the question, “How do you best change old ingrained mental models?”

The premise of the original article was that most staff development programs focus on changing attitudes and/or behaviors of employees. The authors proposed that a more effective way to increase student achievement would be to change the employees’ mental models.

Mental Models

Mental models are deeply ingrained assumptions possessed by each of us that help us filter and understand stimuli from our environment. Without mental models humans could not adequately process this constant stream of stimuli and react quickly enough to function.

Green (2003) gives a personal example of a mental model in the following:

Some long-term mental models become deeply ingrained. For example, I have been changing the oil in my own cars for the past 30 years. When I started, the best advice was to change your oil every 3,000 miles. I noticed over the years that the letter code on the can

signifying the quality of the oil kept changing. I continued changing my oil as noted. Recently, tests conducted by a leading consumer magazine proved the new oils and improved metal in engines makes the old 3,000 mile recommendation obsolete. The new best thinking suggests you change your oil at 5-6,000 mile intervals. Guess what? I still feel uncomfortable when my car goes over 3,000 miles with no oil change. I have a deeply ingrained mental model that defies logic. This is the flaw of mental models.

Staff development offers another example of a mental model. At one time staff development was considered seat time. It was something you had to go somewhere, to get, by listening to some “expert” who would give a presentation and disappear. This is still the mental model for some, however, a new model considers teachers demonstrating continuous learning and examining results with children.

Current mental models were selected by someone at some point in time. At critical times in history, mental models appearing to offer the most effective means of processing incoming stimuli, promoting some level of human effectiveness, were chosen. When critical mass was reached, the mental model became reality.

According to Fred Kofman, in his audio presentation *Double-Loop Accounting*, “It takes about five days to forget the process that became a product.... But anything that takes more than five days for us, it’s a thing.” Simply, we as humans forget the process and the persons that participated in the processes that created our current reality. Thus, we have a reality that was created by someone and the process was collectively forgotten by those of us who work within the limits of the accepted process.

Mental models have the ability to become invisible (cloaking). Once a person accepts a mental model, the selection process and the memory of the acceptance are erased. At this point, mental models pretend to be reality. Mental models are concerned only with their survival. Since all mental models have certain levels of utility and effectiveness, people do not like to abandon mental models that seemed to serve them well.

What Does This Have to do with Schools?

The effectiveness of the mental models employed by school leaders and school participants will determine the levels of performance at school. This is especially true of student achievement. If a leader does not facilitate the use of more effective mental models with the

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You are invited to submit a 1,000 word +/- article regarding

- * Promising Staff Development Practices
- * High Quality Professional Learning
- * Book Reviews

cynlott@comcast.net

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school's stakeholders, improvement is impossible. Continuous improvement is impossible if the school does not continuously replace less effective mental models with more effective mental models.

In our experience, we have found most mental models used in schools today are optimized. That is, the school is performing as well as it can, applying the current mental models. This is not to say that there is satisfaction with the school's performance and the students' achievement level. In almost all cases, this is not true. The working harder and faster approach will not get more performance out of optimized mental models.

If schools want to significantly improve student achievement, they must become aware of their current mental models and search for more effective mental models. Once a more effective mental model is found, the search must begin instantly for an even more effective replacement mental model.

What is an effective process for changing from a less effective mental model to a more effective mental model? The first step is to establish with teachers and other stakeholders that one of the primary purposes of the school as an effective organization is to seek out more effective ways of doing everything. Then, most improved mental models come from the bottom up complemented by those that come from the top down.

Remember, it is important to achieve agreement on the need to change an outdated mental model within the culture prior to attempting to change the mental model. In addition, agreement must be reached in all levels in the governance structure. Does your board agree? Does your superintendent agree?

How to Facilitate Others to Change Their Mental Models

When facilitating a change to a new mental model, the leader should:

1. In a positive manner, fully explain the current mental model, giving the rationale for use and benefits. Be careful of your tone of voice, body language, etc. Project a positive manner. This confirms to the participants that the leader fully understands and appreciates the features of the current mental model.
2. Reach agreement with the participants that the current mental model has been presented fairly and accurately by the leader.
3. Repeat step one above, this time sharing a contrasting mental model. Point out the strengths and weaknesses of both models. Always begin with the current model; move from positive features; then, identify the drawbacks.

The above process relies on many complementary elements:

The leader goes to the teacher; the teacher is on her/his territory and not threatened.

The leader demonstrates respect for the teacher. This is supported when the

teacher may choose or reject the new mental model with no negative consequences.

The leader is totally positive.

The leader listens for support and agreement.

The leader shares a "story" from which the teacher creates a paradox. For example, the leader may say, "I once worked in a school where the teachers believed in the bell shaped curve. They believed that only so many students could successfully achieve 100% of the standards. This meant that a certain percentage of the students could not be successful. Why is it not possible for all children to achieve 100% of the standards? If you had a different mental model about the bell shaped curve, would it lift the "glass ceiling" on what all children could achieve? This paradox has the potential to break the cloak maintained by the current mental model.

Is This the Answer to Improved Student Achievement?

It is but one tool for improving student achievement. This tool is necessary but not sufficient to improve schools. A change of mental models must be skillfully used with other tools to improve student achievement.

"The limits (potential) of performance for individuals and organizations are set by the mental models applied."
— Ronny Green

References

- Green, R. (2003). *Natural forces. How to significantly increase student achievement in the third millennium*. Tallahassee: Educational Services Consortium, Inc.
- Koffman, F. (1994). *Double Loop Accounting* (Audio Presentation). Pegasus Communication, Inc. Willington, VT w.pegasus.com.com.

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT 2007 LEADERSHIP CONFERENCE

Saddle up your horses for the annual
Florida Association for Staff Development
Leadership Conference
scheduled for
September 24 – 26, 2007 at the TradeWinds on
beautiful St. Pete Beach!
“Reining” in the
professional development protocol components
has been the conference focus over the past several years.

This year’s featured speaker,
Robby Champion, will round up this drive by
corralling, planning and evaluation to brand
quality professional development.



RESERVATION REQUEST

Florida Association for Staff Development 2007

September 24-26, 2007

Reservations Fax #: (727) 363-2222

E-Mail: groupreservations@twresort.com

TradeWinds Island Grand Resort,

5500 Gulf Blvd., St. Pete Beach, FL 33706

Standard Hotel Room \$118.00

Standard One Bedroom Suite,
based upon availability \$155.00

Tropical Hotel Room,
based on availability \$185.00

Tropical One Bedroom Suite,
based upon availability \$185.00

LEGISLATIVE UPDATES

Governor Charlie Crist signed the Merit Award Program (MAP) into law March 28, 2007. MAP repeals STAR immediately, removes layers of bureaucracy, sets new, more flexible criteria for performance pay, and provides school districts and teachers with options for the 2006-07 school year.

MAP re-appropriates \$147.5 million for the 2006-2007 school year and allows school districts to apply those funds to their current STAR plans, or previously approved 1012.22 plans, or a new performance pay plan that

the district school board approves and that conforms to the new legislation.

The Department of Education (DOE) may not redistribute STAR funds from districts that did not want to participate in STAR.

MAP-appropriated funding imposes artificial caps on the number of teachers eligible for performance pay awards and it fails to provide local districts with adequate time to develop plans and build consensus among members.

Comparison of STAR Proviso and Merit Award Program F.S. 1012.225

Who qualifies?	Includes all instructional personnel as defined in §1012.01 (2) (a)-(d), excluding substitute teacher; and school-based administrators as defined in §1012.01 (3) (c); each person who qualifies must still be employed in a Florida public school by September 1 the year following to receive the bonus.
How are awards determined?	Allows awards to be determined by individual or instructional team performance (excluding whole schools); allows for supplemental awards for exemplary work attendance.
Who receives the award?	Top performing instructional and administrative personnel to receive a bonus equal to 5-10% of the district's average teacher salary.
How is eligibility determined?	<p>Sixty percent of the bonus is to be based on learning gains, proficiency, or both of the students assigned to the individual or within their sphere of responsibility in the case of co-teaching or team-teaching.</p> <p>Improved student performance is determined by standardized tests or locally developed/selected exams. Proviso language outlines specific types of tests that should be used based upon the subject/course taught.</p> <p>Student performance is measured by statewide standardized tests or for other subjects and grades not associated with the state assessment system by national, state, or district-determined testing instruments that measure the Sunshine State Standards, curriculum frameworks or course descriptions.</p> <p>The remaining percentage (not more than 50) of the determination is based on the principal's/supervisor's evaluation, which had to include areas listed in 1012.34.</p> <p>The remaining forty percent is based on the principal's/supervisor's evaluation, which is described as criteria similar to those required by §1012.34.</p>
Does the DOE provide technical assistance?	The Florida Department of Education provides technical assistance in plan development upon request. The department collects and disseminates best practices for district testing instruments and Merit Award Program plans.

Source:
http://www.fldoe.org/news/2007/2007_04_18-2/MAPSTARSide_Side.pdf

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT
FASD Officers and Board Members 2006–2007

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Joyce Menz President Elect	Nassau County	joyce.menz@nassau.k12.fl.us	Theresa Croteau Carol Johnson		croteaut@mail.leon.k12.fl.us candnjohnson@msn.com
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Bill Hall Cynthia Lott	Brevard County Lee County - Editor	hallb@brevard.k12.fl.us cynlott@comcast.net	Region 2 Dawn Wilson	Duval County	wilsond@educationcentral.org
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FASD Leadership Conference Co- Chairs					
	Pat Fenton	fentonp@manateeschools.net	Terry Tanner-Smith		ttannersmith@fcrr.org

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



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