



# Differentiated Accountability

## DA Regional Support Teams

*by the DA Region III Team*




Region III Team (from left to right.) Patricia Vickers, Robin Dakers, Dr. Deedara Hicks, DIRECTOR, Gayle Sitter, Glenda Butler and Edie Sohigian. Edwina Melendez, Executive Assistant (not pictured)

In an effort to assist districts and schools, the Florida Department of Education (FLDOE) has established five Differentiated Accountability Regional Support Teams. These Teams provide direct support in the form of Instructional Reviews, professional development, technical assistance, and instructional coaching to all stakeholders. The Regional Teams also work to build school and

district capacity for improving student achievement by promoting school, district and state partnerships.

Region III consists of nine school districts: Brevard, Broward, Lake, Indian River, Martin, Orange, Osceola, Palm Beach and St. Lucie. During the 2009-2010 school year, the Region III DA Team conducted Instructional Review visits to approximately 40 schools in six..... *continued on page 3*

**Save the Date!**  
**FASD Leadership Conference**  
**TradeWinds Resort**  
**St. Petersburg FL**  
**September 20-22**  
**2010**



**“RIDING THE WAVES WITH HIGH QUALITY PROFESSIONAL DEVELOPMENT”**



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## *A message from your President*



Dear FASD Colleagues:

At the time of this writing, your FASD Board is finalizing the plans for the Spring Forum Conference in Melbourne on April 19 and 20. Our conference co-chairs, Cathy Starling and Mary Ann Ahearn have done an exceptional job of providing you with up-to-date topics that will meet the needs of our members. We are attempting to connect all the initiatives (FCIM, RtI, FAIR,) and hot topics (Revised Protocol Standards, Lesson Study, Cognitive Complexity, NGSSS) in our theme of “Making Connections”. For the first time in many years, registration numbers have exceeded 200, and unfortunately, due to lack of facility space, we had to close registration after the Early Bird deadline. We apologize that we were unable to accommodate everyone. Our board is seeking alternate locations for our spring gatherings in the future.

This past week we received several noteworthy announcements: 1) FASD is pleased that the revised Protocol Standards were finally approved and we want to thank everyone who offered feedback as the revisions were tweaked and finalized. Veteran reviewers will be retrained in the new protocol standards at the FASD Spring Forum. Dr. Connie Bergquist and DOE are planning to offer some “Protocol Reviewer Trainings” for new reviewers later in the year. As those announcements are made, the FASD Board will be following up with our members; 2) all educators felt the sting of the announcement that the state of Florida didn’t make the final cut for the Race to the Top (RTTT) federal funding. This will no doubt impact budgetary decisions as our legislature and governor continue to seek



*Debra Elliott, FASD President*

out best solutions for our state. We are looking at another year of tough financial decisions.

As those financial decisions are determined, it will be more important than ever, for our band of educators involved in professional development to “circle the wagons” to shield ourselves from the flying arrows aimed in our direction. Your FASD regional directors, the PD colleagues in your region, and your FASD Board are your safety net of support as they can offer reasonable solutions to the financial issues surrounding all of us.

Please mark your calendars for September 20-22 for the FASD Leadership Conference, which is held at the St. Pete Beach TradeWinds. Dr. Lois Easton will provide comprehensive training on Lesson Study.

Hope to see you there!



### FASD VISION

THE FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT, INC. 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.



**DA REGIONAL SUPPORT TEAMS....** continued from page 1

of our designated districts. These visits are conducted to assist schools with identifying problem areas and developing action plans to address the identified problems.

Professional development has been and will continue to be provided by all members of the Region III Team. Topics have included Lesson Study, FCIM, RtI, Cognitive Complexity, FAIR, and many others. On-site technical assistance is provided to the schools via weekly visits from the Reading Coordinators.

includes one Reading Instructional Specialist, Glenda Butler, two Mathematics Specialists, Gayle Sitter and Edie Sohigian, one Science Specialist, Robin Dakers, one RtI Specialist, Patti Vickers, and eight Reading Coordinators, Marvia Barrington, Connie Cain, Origin Call, Craig Cosden, Jocelyn Downs, Karen McDaniels, Faith Morrison, and Cisley Senghor. Our support staff includes Nina Melendez and Amanda Brown. For further information, please contact us at our Orlando offices at (407) 317-3626.

\* \* \*

The Region III Team is led by Dr. Deedara Hicks, Regional Executive Director. The Team

**WE ARE BUILDERS OF THE FUTURE...THE JOURNEY**

*by Jody Bennett, Principal, Pelican Island Elementary School*

“Remedial education is a relatively new concept”. It serves to provide support for kids with actual or potential difficulties in learning and socialization. For a long time schools have been structured around a single goal and that was to educate the “average” child. With high stakes testing on our plate and relentless pressure of making the grade it has forced us to look for strategies that work for the not so average student. Through lots of research, as well as, formal and informal assessment data, we now know that struggling students need a

different kind of instruction and more time in order to become a confident, successful student.

**The Vision**

In 2005, Pelican Island piloted the remedial education model, Response to Intervention, for the School District of Indian River County. Before the school began the implementation process, a group of 3rd graders were identified. These students were working significantly below grade level and in need of intervention. The plan was to give the selected group of

students what we call a “double dip”, an additional 50 minutes of instruction in reading. With some hesitation from the teachers, a small district team was formed. The group consisted of the assistant principal, reading coach, and a school psychologist. The team decided to pull the students to model “the vision” for 3rd grade teachers. The team was extremely successful with the new RTI model, 100% of the students in the group passed the FCAT assessment in the spring of 2006.

.....continued on page 4



**FASD MISSION**

THE FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT, INC. WILL PROMOTE PROFESSIONAL GROWTH, LEADERSHIP AND SUPPORT FOR THOSE INVOLVED IN FACILITATING LEARNING OPPORTUNITIES FOR THE EDUCATIONAL COMMUNITY.

[www.fasdonline.org](http://www.fasdonline.org)



**WE ARE BUILDERS OF THE FUTURE...THE JOURNEY...***continued from page 3*

**Creating a High Performing Learning Culture**

When given clear evidence that the method could produce excellent results, the excitement grew. Not only were the 3<sup>rd</sup> grade teachers ready to implement RTI and work with their below grade level students, the concept spread like wild fire across three additional grade levels! Teachers realized that it was going to take all, working together, individually and collectively, to improve student performance. The vision and the plan “felt good” to everyone involved, and the teachers and support personnel worked to bring about change.

The time had come to take our vision to a higher level. We tweaked the model to incorporate specific and intermediate goals, including checkpoints. A leadership team was formed, researched based materials were purchased to use during the intervention block

and we began to review the data more frequently. Through collaboration and brainstorming, we were able to identify problems that impeded learning and designed creative strategies that reinforced concepts.

We grew a lot over the course of the 06-07 school year. I learned that people will support that which they help to create and the staff began to understand “collective responsibility” for the learning and achievement of all students. Working together, we began to help every child achieve success in school with support.

**Reaching Our Goal**

After five years of implementation, the Response to Intervention Program runs like a well oiled machine. The primary focus of grades K-3 is reading instruction, while students in fourth and fifth grade receive intervention in various areas. One of the many benefits of beginning RTI in the primary grades is by the

time the students reach 4<sup>th</sup> and 5<sup>th</sup> grade, the need for reading remediation drastically decreases which gives teachers time to provide intervention or enrichment in other academic areas. Instruction is provided in reading, math, science and/or social skills, enrichment activities are also available in those areas for students performing above grade level. The enrichment piece has proven to be a very successful way to reach and “bump up” high achievers.

Pelican Island Elementary School raised their expectations and restructured programs accordingly to meet each child’s unique need and ability. As a result, ninety percent our 5<sup>th</sup> graders are reading on grade level and will go on to middle school proficient in reading. The school continues to implement the effective RTI practices school-wide and continues to have exemplary scores on district and state assessments.

**DA and DISCO at Cocoa High School**

*By Jocelyn Downs, Regional Reading Coordinator, DA Region III*

“The reading this year has made a difference. You can see it in the assessments. My students’ quiz average doubled,” shares Kurt Hammond, Social Studies teacher at Cocoa High School, (CHS). The teachers are talking about Disciplinary Instructionally Specific Curriculum Options for Literacy (DISCO). The course includes face to face sessions with Jocelyn Downs, .....*continued on page 9*



**NATIONAL STAFF DEVELOPMENT COUNCIL**

Our purpose: Every educator engages in effective professional learning every day so every student achieves.

## Response to Intervention [RtI]

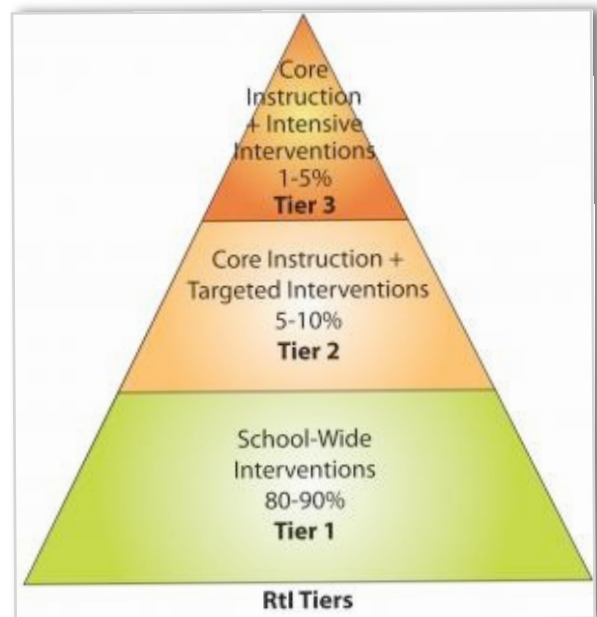
*A plan to get students out of the 'gray' and into the light of improved educational opportunities*

*by DA Region III Support Team.*

The vision of the Florida Department of Education is to have in place a system of educational services, not only for students identified as needing "Special Education" but the consistent use of a plan which ensures that "General ED" students attain their maximum capability and the education system becomes "One ED".

There has been a paradigm shift, since Individuals with Disabilities Education Act [IDEA] was reauthorized in 2004. A major change has been the implementation of Response to Intervention [RtI]. This initiative supports the goals of The No Child Left Behind (NCLB) Act, 2002 which ensures that "rigorous academic standards" are established in the nation's schools.

RtI is a tiered process of instruction that allows schools to identify struggling students early and provide appropriate instructional interventions. Research has shown that early intervention means more chances for student success and less need for special education services. Specifically, RtI addresses the needs of children in those "gray areas", who previously did not qualify for special education. Through RtI, high quality instruction and interventions are matched to student needs. Student level of performance and their learning rate are used to make important educational decisions to guide and individualize instruction. The basic elements of RtI are required by No Child Left behind [NCLB] and, therefore, they are



included in all broad-based initiatives for Florida schools striving to meet Adequate Yearly Progress (AYP), such as the K-12 Reading Plan and the Florida's Continuous Improvement Model (FCIM).



*Writing interventions in progress at Coconut Creek High School, FL.*

Further information on RtI can be obtained at Florida's RtI Web site: <http://www.florida-rti.org>



**FASD WEBSITE**

[www.fasdonline.org](http://www.fasdonline.org)

**LEE COUNTY SCHOOLS . . . OPERATION RESULTS NOW!**

*by Vicki Stockman, Director of Staff Development & Linda Buckley, Principal-on-Assignment for Title I, Lee County*

The School District of Lee County has partnered with Mark Rolewski to implement Operation Results Now! Operation Results Now! is Lee County Schools' initiative to assist administrators and teacher leaders in analyzing data, specifically AYP subgroups, and bridging the gap between research and practice.

Mark T. Rolewski was previously the Director of Dissemination for Leadership Research and a national consultant for the Center for Data-Driven Reform at Johns Hopkins University. He has also served as a teacher, principal, and district administrator. Focusing on the Title I schools most in need of improvement, Mark is working with school leadership teams to assist them in analyzing their data and using the information to guide instructional programs and practices within the classroom. These schools receive monthly visits from Mark and the District Title I team to assess their progress.

In addition to working with targeted schools, Mark presents a Leadership Academy session each month. The Leadership Academy is made up of individual school A+ teams that will be leading the school efforts in using data to drive improvement. School teams are comprised of administrators and teacher leaders, including school-based Learning Resource Teachers. The District Redesign Team and the District RTI Team also participate in the Leadership Academy in order to learn along with schools and align district programs and systems to school needs.

During the Leadership Academy, Mark focused on increasing understanding of AYP, Safe Harbor, and the importance of writing instruction to make Adequate Yearly Progress using the Florida Dashboard as a tool. During each session he reviewed the numbers of AYP and ensured that everyone in the room understood these details, which would assist in making good decisions for continuous improvement. He repeatedly addressed the Four D's of Leadership (Discernment, Details, Decision-Making, and Diligence), the Seven Factors that Influence Instruction, and the Six Elements of an Effective Team, making the connections from research to practice. From October to November, he reminded attendees that 'Tis' the Season, where attention to Diligence is essential because time on task is a primary contributor to improved achievement. Finally, he introduced the concept that the New Year really begins after FCAT ends, since an entire quarter of instructional time can be gained in April, May and early June.

Operation Results Now! will continue in Lee County for the 2010-2011 school year and Mark will continue to review and reinforce the basic principles and concepts delivered his first day in Lee County. He is a role model educator, requiring completed homework from session to session, modeling the Five E Lesson Plan using a constructivist approach, and holding teams responsible for the learning of all members. His positive approach to the challenges of education today are making a difference for the educators of Lee County and, ultimately, for our students!



**FASD WEBSITE**

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## NSDC'S ADVOCACY EFFORT TIMELY AND IN LINE WITH FLORIDA ACTION

by Debbie Cooke, Executive Director FASD

During this current legislative session, state and federal officials are considering legislation that has the potential to improve the lives of students and those who teach them. With the emerging efforts in D.C. to begin reauthorization of ESEA, reaching designated congressional representatives and senators with the National Staff Development Council's (NSDC) message is one way to ensure effective professional learning for all educators. The real work of influencing politicians happens locally, so NSDC is currently soliciting the support of its members in a very localized manner. It is imperative that "everyday folks" send personal communication to local representatives stressing the importance of professional learning to increase student achievement. As Congress prepares to reauthorize ESEA, NSDC's members have a perfect opportunity to use their voice and experience to advocate for professional learning that improves student learning.

At the state level, the Florida State Board of Education recently approved the revisions to 6A-5.071, F.A.C. Master Inservice Plan Requirements which was amended to adopt by reference Florida's Professional Development System Evaluation Protocol 2010. The Professional Development System Evaluation Protocol includes 65 standards that focus the process of continuous development for educators on improving student achievement through increased teacher skills and knowledge, including the Next Generation Sunshine State Standards, and set expectations that professional

learning is relevant, timely, and evaluated based on its effectiveness. These standards and their supporting documents are reflective of the NSDC standards for and definition of professional development. Florida is the first state to integrate the definition into its



standards and to have a substantive process to both support and monitor implementation. FASD is honored and proud to have been a major partner in the revision to these standards and will work diligently to ensure that its members, and educators in our state are fully aware of the content in these revised standards.

For more information about what you can do to support these advocacy efforts, contact your FASD Regional Director or visit our website at [www.fasdonline.org](http://www.fasdonline.org).



### FASD WIKISPACE

<http://fasd.pds-hrd.wikispaces.net>



FLORIDA DEPARTMENT OF EDUCATION UPDATE



*Eileen McDaniel, Chief Bureau of Educator Recruitment, Development & Retention.*

The revision of Florida's Professional Development System Evaluation Protocol Standards was approved as part of State Board Rule 6A-5.071 on March 26, 2010, with an effective date of May 2, 2010. The final Protocol Standards and

Reviewer's Guide documents are available for download at <http://www.teachinflorida.com/ProtocolStandards.aspx>. With this revision, we are moving to a four-year cycle of district site reviews. The final selection of the school districts to be reviewed during the 2010-2011 school year is in progress. District school superintendents will be officially notified by letter and a copy will be sent to the director of professional development.

The Florida Department of Education is conducting Reviewer Update Training for those of you who served as reviewers during the last

cycle of evaluating the quality of district professional learning systems. If you would like to participate as a new reviewer, we are conducting New Reviewers' Training on August 24-25 in Orlando, and August 30-31 in Tallahassee. The schedule of new training and current reviewer update sessions, along with links to the registration forms, is available at <http://www.teachinflorida.com/ProtocolStandards.aspx>.

The Department is currently reviewing the Florida Educator Accomplished Practices (FEAPs) as outlined in State Board Rule 6A-5.065, F. A. C., and is soliciting public comment from all affected stakeholders. The FEAPs are critical components of district performance appraisal systems and all Florida teacher preparation programs, including traditional initial teacher preparation programs, educator preparation institutes and district alternative certification programs. As a result, these 'essential practices of effective teaching' are highly significant and your feedback and input as to possible revisions that would update and improve the practices is extremely important. We invite your participation in this process. Contact [Eileen.McDaniel@fldoe.org](mailto:Eileen.McDaniel@fldoe.org) if interested.

# FASD Leadership Conference 2010

**September 20-22**

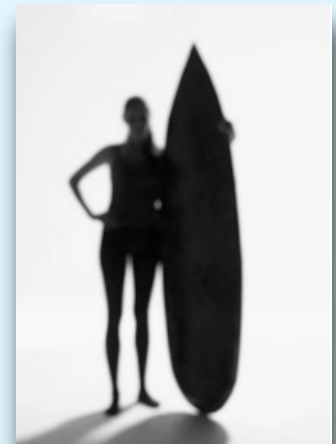


**Conference Fee:**

**Early Bird - must register by August 18, 2010**

**\$195.00**

**Register at <http://www.fasdonline.org>**







**“FAIR: The New Assessment in Town”**

*by Karen McDaniels, Regional Reading Coordinator, DA Region III*

DAR. DIBELS. FORF. FLKRS. No. This is not a friendly game of Scrabble. These are just a few Reading assessments familiar to teachers in Florida. Florida Assessments for Instruction in Reading (FAIR) is the new assessment in town. It was created as a way to streamline the plethora of reading assessments used throughout the state into one comprehensive, valid and reliable system. FAIR is a formative assessment available to students in grades kindergarten through twelve. It includes screening, progress

monitoring, and diagnostic information. Students in grades kindergarten through two are administered FAIR one-to-one, usually using an Electronic Scoring Tool (EST). Students in grades three through twelve are administered FAIR through a Web-based Assessment Module (WAM).

Because of its adaptive nature that adjusts to each student’s reading level, FAIR yields valuable information not provided by other tests. Benchmark tests, for example, use grade level texts, and may or may not accurately reflect mastery. Students may simply have struggled with the passage itself and not the specific benchmarks. Hence, teachers are able to more accurately

diagnose symptoms of struggling students using FAIR. Additionally, teachers can be linked to appropriate instructional activities according to student score results and also receive ideas for grouping students, planning and delivering core and intervention instruction.

Stephanie Wallace, Reading Coach at North Fork Elementary School in Broward, best summarizes, “FAIR is such a powerful assessment and can assist with everything from planning differentiated lessons to making AYP.” So, educators take heed. If FAIR has not made it to your school yet, it may be to your advantage to learn the “ins and outs” of the new assessment in town.

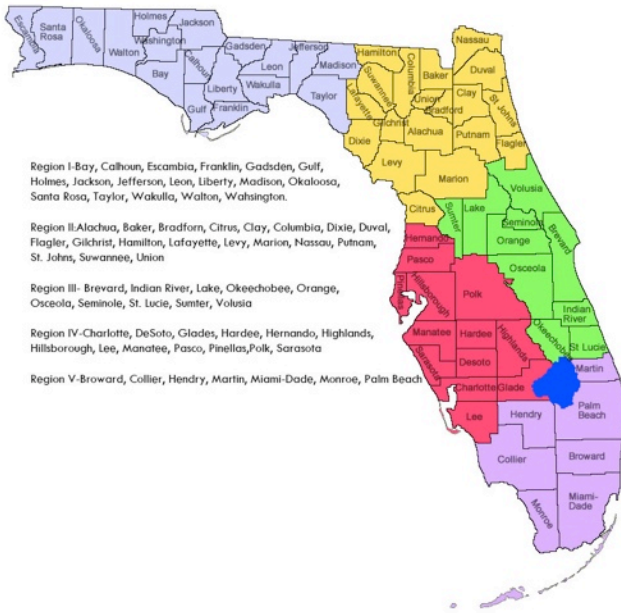
**DA and DISCO at Cocoa High School ...continued from page 4**

Regional Reading Coordinator, to learn reading strategies. The Reading Coordinator or school Reading Coach, Gina Tayge, models strategies in the classrooms. The teachers then participate in a coaching session with the reading coordinator. Online, teachers read research about teaching reading, and post reflections about the coaching sessions.

Mike Vogt, World History teacher, supported students doing research. In a class of students with a large ESE population, all students researched a historical figure of their choice. He modeled outlining, guiding every student through the process of pulling information from the text, which is a shift from just assigning a report. Even though many students

were ESE, all students were successful. Principal Stephanie Soliven decided at the beginning of the year that DISCO would be an initiative for all of the tenth grade teachers. “It’s just been so helpful meeting with the other teachers and sharing strategies,” states Diane Phillips, English Teacher at CHS.

Many of the teachers talked about the struggle--how difficult it is to get the students to do what they need to do. In the classrooms students are saying, “This is hard.” Teachers replied, “Yes, but you can do it. I will help you.”



**AROUND THE STATE**

**Region I**

Belva Free, Region Director  
[belva@paec.org](mailto:belva@paec.org)

“Walton County held their Lesson Study training yesterday (March 30). Mr. Stuart Greenberg led the training and did an outstanding job. I have spoken with several principals since and they thought the training was exceptional and lesson study was something that would be beneficial to teachers and students. We invited an administrator and teacher from each school and included reading, math and instructional coaches. I'm excited about the possibilities of lesson study in our schools!”

*Kay Dailey, Coordinator of Federal Programs and Professional Development, Walton County Schools*

To follow the path that Walton County has cleared and in response to requests from professional development directors, during the month of April, PAEC LESSON STUDY WORKSHOPS, SPRING 2010, are being offered in three locations throughout the FASD

Region I. Mr. Stuart Greenberg, Region One Executive Director, and Katie Moeller, Instructional Specialist Region One, Florida Department of Education, will be providing an opportunity for participants to learn how to effectively implement this meaningful form of instructional practice.

**Region II**

Carol Milton, Region Director  
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Region 2 would like to recognize Neptune Beach Elementary of Duval County for their designation as an Alliance School by the National Staff Development Council (NSDC). The NSDC Learning School Alliance is a national network of model schools committed to professional development practices that promote student achievement.

The principal, coaches, and teachers from Neptune Beach apply the principles and standards of professional development grounded in NSDC’s definition of professional learning, its standards for staff development, and its principles for professional learning identified in *The Learning Educator: A New Era for Professional Learning*. Educators learn together in their own school, with other schools through webinars and facilitated conversations, and at conferences hosted by NSDC. They share their goals, their progress — and over time — their results. The NSDC Alliance Schools, including Neptune Beach Elementary, serve as models of what effective professional learning looks like in practice and the impact it can have on students.

For more information about the NSDC Learning School Alliance work at Neptune Beach, contact Dawn Wilson, Executive Director of Professional Learning for Duval County Public Schools at [wilsond@duvalschools.org](mailto:wilsond@duvalschools.org).



**Region III**

Debbie Iseman, Region Director  
[isemand@stlucie.k12.fl.us](mailto:isemand@stlucie.k12.fl.us)

Orange County Public Schools has been awarded a School Leadership Grant from the U.S. Department of Education to fund The BRIDGE Leadership Program,(Building Rigor into Developing Great Educational Leadership). It is anticipated that this grant will be funded for five years for a total amount of \$3,750,000.

The BRIDGE Leadership Program is designed to recruit, mentor, train and retain assistant principals and principals, especially in high need schools. The program identifies three tiers of leadership development: teachers participating in the Aspiring Leaders Program, assistant principals participating in the Preparing New Principals Program, and newly appointed principals participating in the Principal Leadership Academy. Funds will also support comprehensive online, on site, workshop, graduate, and conference professional development. There will be an emphasis on diversity and minority representation in recruitment of new leaders who have a desire and aptitude for meeting the challenges of working in high need schools. For more information, contact Debbie Lucas, Principal-on-Assignment, Professional Development Services, Orange County Public Schools 407-317-3436.

**Region IV**

Barbara Stafford, Region Director  
[barbara\\_stafford@sarasota.k12.fl.us](mailto:barbara_stafford@sarasota.k12.fl.us)

Staff development leaders in Region IV meet several times a year as a Leadership Collaborative at the University of South Florida in Tampa. The group shares best practices and collaborate with one another. On May 14, 2010, Dr. David Steele, from the Hillsborough County Schools will be sharing information with the group on the Gates Grant which the school district was awarded this year.

**Region V**

Bette H. Zippin, Region Director  
[bzippin-hrd@browardschools.com](mailto:bzippin-hrd@browardschools.com)

Congratulations to Pam Lannon, the new Martin County District Director of Human Resource Services and Staff Development.

Florida PD System Evaluation Protocol Reviewer’s Update will be held in Broward County on May 6th. Contact Abigail Letcher [Abigail.Letcher@fldoe.org](mailto:Abigail.Letcher@fldoe.org).

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