

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



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SPECIAL POINTS OF INTEREST:

Fall FASD Leadership Conference
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Book Review

HELLO FROM THE PRESIDENT!

Dear FASD Members,
It was great to see so many of you from all five regions of our great state at the Spring Forum in Daytona. I was especially happy to see a good number of first time attendees.

From your participation and comments, I believe that the Forum was a success! Cindy Harrison, NSDC President, helped us answer that ever present question: "How do we help educators find time to implement quality professional learning?" She helped us understand how to move schools to schedule quality time for professional learning communities described so powerfully by Rick Defour at the Fall Conference. We also gave you the opportunity to hear a team from Hillsborough's Twin Lake Elementary who described their process of setting up a professional learning community.

In addition, sessions were also offered to update attendees on DOE initiatives in the areas of Principal Leadership and Reading. We were especially fortunate to have Kathy Hebda, the new Chief of the Bureau of Educator Recruitment, Development, and Retention with us. She challenged us to tackle, with relentless discipline, the difficult issues that sur-

round the task of implementing high quality professional learning.

At the Forum, we encouraged participants to sit by region with the FASD Regional Directors. I believe that doing so promoted the sharing of ideas and collegiality. We will be posting promising practices shared by the five regions on the organization's website, www.FASDonline.org. Region III was the shining star at the Forum with the most attendees. I wonder if they will be able to hold this position at the Fall Conference.

As you know, FASD hardly completes the Spring Forum before the next big event rolls around. The 2005 Fall Leadership Conference will be held in St. Pete at the Tradewinds Resort September 26-28. We are looking forward to having Dr. Robert Marzano with us for Tuesday and Wednesday of the conference! Wow!! I should not have to say anything else to emphasize the importance of registering early for the Fall Conference. Until then, have a great summer and enjoy the company of friends, family, and colleagues.

At your service,
Jane Granger Meadows
FASD President 2004-05

Florida Association For Staff Development

September 26-28

Trade Winds Island Resort on St. Pete Beach, 5500 Gulf Boulevard
St. Pete Beach, Florida 33706—727-360-5551

30 YEARS OF SPOTLIGHTING WHAT WORKS!

Debbie Cooke and Bill Hall, 2005 FASD Leadership Conference Co-Chairs

“What is working for professional development leaders?” This will be the focal question answered many times at this year’s 30th annual FASD Leadership Conference. If you are a teacher leader, school leader, district leader or educational partner interested in high quality professional development, and you are interested in networking with others who share a passion for professional learning, this is an event that you won’t want to miss.

The conference begins Monday, September 26 and ends Wednesday, September 28. Our featured general session speaker is Dr. Bob Marzano, author of *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Dr. Marzano will be joining us for two days of the conference, and will be sharing his work in general sessions, as well as through regional breakout sessions.

An internationally known trainer and speaker, Dr. Mar-

zano has authored 20 books and more than 150 articles and chapters in books on such topics as reading and writing instruction, thinking skills, school effectiveness, restructuring, assessment, cognition and standards implementation. We are truly honored and excited to be able to bring Dr. Marzano to our Florida network of professional development leaders.

Concurrent sessions will focus on “what works” related to a wide variety of “hot topics”, including such items as the educational leadership standards and assessing the impact of professional

learning on student achievement. The agenda includes opportunities for networking in a variety of formats such as by role alike groups, regionally, or according to areas of common interests.

This year marks a milestone year for the organization, as we celebrate our 30th annual conference. The Awards Luncheon, in addition to highlighting

promising practices in implementing the Protocol Standards, will provide an opportunity for us to spotlight

shining stars in our organization who have been “bright lights” in FASD. The agenda also includes time to visit exhibits, an appearance by the Florida Teacher of the Year, and time to network with old friends and meet new ones.

Whatever your roles and responsibilities are with professional development, visit our website at www.FASDOnline.org to register today, and join us on **September 26 – 28, 2005** for the FASDLC at the **Tradewinds in St. Petersburg Beach**. We look forward to seeing you there!



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REGION V AREA NOTES

Becky Shermis

Our FASD Spring Conference was a HIT the first week of May! I can share with you the following key points to keep you updated and involved.

Cindy Harrison, President of NSDC, kicked off the first day taking us deeper into “*Providing Time at the School-Level for Staff Development.*” She shared many practical resources, tools, and examples.

Participants received *Powerful Designs for Professional Learning* at the conference. If you do not have this book authored by NSDC, it is a must for staff developers.

Another must book to own, is the book entitled, *On Common Ground*, a compilation of chapters by favorite educational researchers and authors on strengthening professional learning communities.

Department of Education Updates

Henry Pollock, of DOE presented a thor-

ough overview of the Florida Leadership Standards. The Florida Educational Leadership Standards have been approved by the State Board. It is up to the districts to develop standard-based competencies aligned to the Standards with their local universities.

Every district is responsible for having a Leadership Program. Districts are responsible for determining the specifics of their program based on the Standards.

The goal is to develop a statewide competency-based program and coordinate a statewide professional development program for school leaders.

Teacher-to-Teacher Workshops Overview

Presenter Neal Meadow, of the Panhandle Area Educational Consortium (PAEC), reported that the United States DOE is partnering with PAEC to deliver teacher staff development nationwide. Latest strategies and

research on educational practices are the target focus. A curriculum-based follow-up is provided for in-service points for recertification. They are provided on FL Education Channel 9418 or can be accessed through video streaming “live” at www.paec.org.

Professional Learning Communities

Presenters from Twin Lakes Elementary, of the School District of Hillsborough County in Tampa, shared many ideas on how they began their successful journey in incorporating a professional learning community. From practical ideas to samples of resources, they shared their “value added” and “what works” strategies with others.

Looking forward to seeing everyone at the Fall Conference in September at the Tradewinds in St. Petersburg Beach. Don’t forget to go on-line and register early.



WEB
RESOURCING

Powerful Designs for Professional Learning

Edited by Lois Brown Easton

http://www.teachinflorida.com/teachertoolkit/Review_PDFPL.asp

On Common Ground

by Barbara Eason-Watkins

<http://www.amazon.com/gp/reader/1932127429/ref/102-8120849-5718535>

Classroom Instruction That Works

by Robert J. Marzano, et. al.

<http://www.middleweb.com/MWLresources/marzchat.html>

2005 - 2006
SLATE OF CANDIDATES FOR THE OPEN
FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT
BOARD POSITIONS

Mae Moss, Nominations Committee Chair

The Florida Association For Staff Development Board presents the approved slate of candidates for the 2005-2006 open Board positions. Members may make additional nominations on the floor during the formal election at the annual business meeting of the Fall FASD 2005 Leadership Conference on September 27, 2005.

PRESIDENT ELECT

LINDA FERRARA

SECRETARY

MARSHA HILL

TREASURER

CATHY STARLING

DIRECTOR-REGION I

ANTHONY COOLEY

DIRECTOR-REGION V

BECKY SHERMIS

BOARD MEMBERS-AT-LARGE (2 Open Positions)

THERESA VERNETSON

BILL HALL

PAT FENTON

PAT SHELTON

BEVERLY HSKINS

We're on the web!

<http://www.fasdonline.org/>



2005 FALL FASD LEADERSHIP CONFERENCE

Mark your calendars for the FASDLC 2005 conference, September 26-28, 2005.

The Trade Winds Island Resort is located in the Tampa Bay Area of Florida's Central West Coast directly on the Gulf of Mexico beach. Nestled on the island of St. Pete Beach, the resort has a breezy, casual ambience.

Both Tampa International Airport and St. Petersburg/Clearwater Airport are about 30 minutes away, via Interstate 275.

ROBERT MARZANO

Dr. Robert Marzano is president of Marzano & Associates. The central theme of his work has been translating research and theory into practical programs and tools for K-12 teachers and administrators.

Robert Marzano is widely recognized as an expert in both critical thinking and curriculum design. He is deputy director of training and development at the Mid-continent Regional Educational Laboratory in Aurora, Colorado.

In addition to his duties at Marzano & Associates, he is a senior scholar at Mid-continent Research for Education and Learning (McREL), an associate professor at Cardinal Stritch University, and vice president at Pathfinder Education.

Marzano's work includes *Classroom Management that Works*, *What Works in Schools*, *Classroom Instruction that Works*, and multiple other publications.



The Florida Association
for Staff Development
Leadership Conference

September 26-28, 2005

Trade Winds Island Resort
St. Pete Beach
5500 Gulf Blvd.,
St. Pete Beach, FL 33706
Registration deadline:
August 24, 2005

Standard hotel room: \$118.00
One bedroom suite: \$150.
An extra person: \$15.00 per night.
Phone: 800-808-9833
Fax: 727-363-2222

groupreservations@twresort.com

Ask for group reservations
under the name of
Florida Association For
Staff Development.

PROFESSIONAL DEVELOPMENT SYSTEM EVALUATION PROTOCOL - EVALUATION

Cynthia Lott

The Florida Legislature has worked to improve the quality of the professional development system with major changes enacted in 1998, 1999 and 2000. As a result, the Florida Department of Education responded with the Professional Development System Evaluation Protocol. The Protocol provides structure for the collection of information which includes an annual assessment of student data.

Upon reviewing the annual data, the FLDOE will identify best practices and will provide technical assistance to schools with data indicating a lack of progress. As with the other strands of the Protocol, the evaluation component is threaded throughout the Faculty, School and District Levels. Important considerations for assessing the effectiveness of the professional development system are "What evaluation occurs to ensure that the professional development resulted in teacher use in the classroom, improvements in the classroom, and improvements in student learning as a direct outcome?"

For teachers and administrators to measure the effectiveness of staff development they must be able to make certain conclusions. One conclusion as identified within the Profes-

sional Development System Evaluation Protocol is that it must be determined whether the teachers have actually participated in their professional development as reflected in the Individual Professional Development Plans.

Another conclusion is that, as a result of the professional development, teachers and administrators have implemented the new skills and knowledge which

The Protocol provides structure for the collection of information which includes an annual assessment of student data.

have resulted in student performance gains. The standards reflect that "Plans must also include an evaluation component; principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity."

Additionally, it is stipulated that the evaluation methods shall include, but not be limited to, an identification of student performance data used to define training needs as well as a description and evaluation of methods used to measure the success of training.

At the school level, the Protocol requires documentation that a review of the progress made in the actual classrooms is a result of professional development implemented during the

school year. The documentation that students learned more as a result of the professional development supported by the school may take many forms. Principals may require the teachers to present lesson plans, or principals may observe teachers.

With this documentation, principals are able to provide convincing evidence that the school evaluates the effectiveness of professional development received by teachers and the transfer of their skills and knowledge into the classroom. Reviewers will rate highly evidence that demonstrates using standardized achievement tests or other measures such as district developed tests, portfolios, and checklists of performance to measure student outcomes in evaluating the school's professional development.

Information regarding evaluation is gathered from input at three different levels to make judgments about the overall district professional development system. Through examination of district evaluations, the FLDOE will identify best practices as occurring if the review of the data indicates progress. Armed with this information, the FLDOE provides technical assistance for districts that have failed to provide an adequate professional development system.

This year, each newsletter reviewed a component of the Protocol. This issue concludes the series by detailing the evaluation component of the PDSEP.



POWERFUL DESIGNS FOR PROFESSIONAL LEARNING

Linda Ferrara

Book Review

Title:
Powerful Designs for
Professional Learning

Author:
Lois Brown Easton,
Editor

Publisher:
National Staff
Development
Council

The book *Powerful Designs for Professional Learning* focuses on professional development that will really help students learn, engages those involved in helping students learn, and has an effect on the classroom, school, and district.

The book identifies three qualities of powerful professional development. The **first quality**, powerful professional learning, arises from the real work occurring in classrooms and in schools. This powerful professional learning begins with the understanding that a school or district can improve student learning. The school or district then employs the strategies discussed to address the issues leading to collecting, analyzing, and presenting real student data.

The **second quality** emphasizes that powerful professional learning is what happens with learners. In this quality, those involved in powerful professional learning then return to the learning environment to put their learning into practice. The activities listed provide staff developers with the tools to enable learners to put their learning into practice. These strategies include: trying out new techniques with students, follow-up ses-

sions, gathering data, reflecting on learning, and conferring with others.

The **third quality** presented in the book proposes that powerful professional learning is generally collaborative. The premise is that student learning is enriched when people work together and learn from each other. Powerful pro-

Among the 21 strategies are action research, lesson study, data analysis, study groups, walk-throughs, peer coaching, curriculum design, and tuning protocols. Includes a CD-ROM with more than 150 handouts in PDF format that can be converted into transparencies, imported into PowerPoint presentations, or copied for other uses.

professional learning changes the culture of the school and establishes a learning environment.

The book is divided into three sections. **Chapters 1 to 3** provide descriptions, discussions, and tools related to the NSDC Standards in order to implement the most effective professional development design. **Chapters 4 to 24** contain information about the de-

signs in action. These twenty-one chapters give rationales for using each design, definitions and descriptions, and steps to follow. Resources are provided in the form of books, articles, and contact information, as well as handouts and overheads to use during training. The third section is a **CD Rom** that comes with the book. This CD contains all the handouts from the book in PDF format.

Powerful professional learning establishes a culture of quality, promotes inquiry and reflection, honors professionalism, expertise, experiences, and skills as well as ensuring some level of application. This book provides staff developers with the strategies to provide for this powerful professional learning in their schools and districts.

Submit a book review
300 - 500 words on or
relating to staff develop-
ment to
cynlott@comcast.net

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

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