

## FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT



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- Spring FASD Conference
- Web Resourcing
- Hats Off to Ava Byrne
- CBAM

## HELLO FROM THE PRESIDENT!

It is a deep privilege for me to hold the office of President of the Florida Association for Staff Development for 2004-05. Those who have held this office set a high standard of excellence that has me standing on my toes to match! I look forward to a great year with the best staff developers in the USA.

I saw many of you at the 2004 Fall Leadership Conference and hope that you received as much as I did from the conference. Todd Whitaker, with his invigorating style, held us captive as he delivered his presentation on "What great teachers and principals do differently". I particularly remember his advice to make decisions based on the superstars of the organization. We will always have the "naysayers" but as long as we follow the superstars, we can move forward! AND to prove that can happen, Ric and Becky DuFour shared their school experiences building professional learning communities capitalizing on the capacity of school personnel. They taught us the power of a collaborative school culture. No research or literature supports

isolated work! The DuFours showed us that teachers working in collaborative teams, can improve student achievement. Other benefits include higher quality solutions to problems, increased confidence and support among all staff, new teacher support and an expanded pool of ideas, materials and methods for high quality teaching and learning. Now, FASDers, if you'd like to collaborate with colleagues on these concepts contact your regional FASD director, listed on page 2, who will link you with other FASDers in your area. AND be sure to mark your calendars now for the FASD Spring Forum in Daytona, May 2-3, 2005.

Let the superstars shed their light so that "all teachers in all schools will experience high quality professional learning as a part of their daily work by 2007"...the NSDC goal supported by our Florida Association. Thank you for helping to make this goal a reality!

At your Service,  
Jane Granger  
FASD President 2004-05

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT  
Spring Forum, May 2-3, 2005, The Plaza Resort & Spa, Daytona Beach  
Make reservations by March 30, 2005 — 800-874-7420

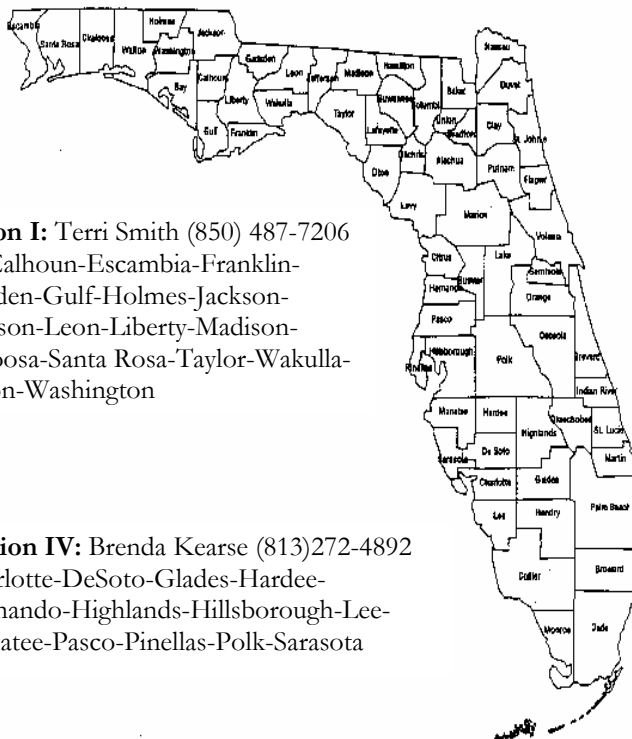
## FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

Register at  
[http://  
 www.FASDonline.  
 org](http://www.FASDonline.org)

FASD Spring Forum, May 2-3, 2005  
 The Plaza Resort & Spa, Daytona Beach  
 600 North Atlantic Avenue  
 Phone: 800-874-7420  
<http://www.plazaresortandspa.com>  
 Cut-off Date for Reservations: March 30, 2005  
 Rate: \$95.00 Single/Double Room - Free Parking

Beginning February 1

### REGIONAL CONTACTS



**Region I:** Terri Smith (850) 487-7206  
 Bay-Calhoun-Escambia-Franklin-  
 Gadsden-Gulf-Holmes-Jackson-  
 Jefferson-Leon-Liberty-Madison-  
 Okaloosa-Santa Rosa-Taylor-Wakulla-  
 Walton-Washington

**Region IV:** Brenda Kearse (813)272-4892  
 Charlotte-DeSoto-Glades-Hardee-  
 Hernando-Highlands-Hillsborough-Lee-  
 Manatee-Pasco-Pinellas-Polk-Sarasota

**Region II:** Joyce Menz  
 (904)491-9888  
 Alachua-Baker-Bradford-  
 Citrus-Clay-Columbia-  
 Dixie-Duval-Flagler-  
 Gilchrist-Hamilton-  
 Lafayette-Levy-Marion-  
 Nassau-Putnam-St. Johns-  
 Suwannee-Union

**Region III:** Maria  
 Dempsey (407)  
 317-3200  
 Brevard-Indian  
 River-  
 Lake-Okeechobee-  
 Orange-Osceola-  
 St. Lucie-  
 Seminole-Sumter-  
 Volusia

**Region V:** Becky Shermis (754) 321-5044  
 Broward-Collier-Hendry-Martin-Miami-Dade-Monroe-Palm Beach



WEB  
 RESOURCING

◇Information on The Professional Development System Evaluation Protocol and the Reviewer's Guide.

Visit <http://www.firn.edu/doe/profdev/pdstandards.htm>

◇Information on the Concerns-Based Adoption Model (CBAM): A Model for Change in Individuals,

Visit <http://www.nas.edu/rise/backg4a.htm>



## ACTION RESEARCH WHO? WHY? HOW? ROLE

Vernita Vaughn

"Action research" is a term used to describe professionals studying their own practice in order to improve it. Applied to teaching, it involves gathering and interpreting "data" to better understand an aspect of their teaching that interests or concerns them. Action research is an important recent development in the broad territory of "teachers' professional development."

Action research offers an alternative to teachers who have been encouraged to look to others, rather than to themselves and their students, for ways to improve their teaching.

◊Why is it called "research"? We encourage participants to avoid their everyday assumptions about "research" as they think about action research, but to focus instead on the action part of the term. The participants are told that action research has nothing to do with lab coats, number-crunching, and familiar stereotypes about "objectivity." The term "research" simply refers to trying to better understand what they are doing in their classroom.

◊Who does action research? In Leon County action research is done by teachers who are encouraged and supported in the study of their own teaching. The "Teachers as Researchers" program was established in 1999 as an initiative to encourage teachers who were involved in a vocabulary pi-

lot program to study the data of the students involved in the vocabulary program. The following year the program was expanded to include a number of other initiatives and the number of interested teachers grew. Since 1999, there have been more than 500 teachers in Leon County Schools (LCS) who have participated in the "Teachers as Researchers" program.

◊Why do teachers do action research? The support of "Teachers as Researchers" by Leon County is a significant signal that action research does not need to be limited to graduate work. The "climate" and support of individual schools by the administration in Leon County has been crucial to creating an environment that has supported the growth of action research in our district.

◊What Do Teacher Researchers Do? Teacher researchers...

- \*develop research questions based on their own curiosity about teaching and learning in their classrooms;
- \*examine their underlying assumptions about teaching and learning;
- \*systematically collect data from and with their students;
- \*share and discuss their data and research methodology with fellow teacher researchers;
- \*analyze and interpret their data with the support of their colleagues;

- \*write about their research;
- \*share their findings with students, colleagues, and members of the educational community;
- \*discuss with colleagues the relationships among practice, theory, and research;
- \*assume responsibility for their own professional growth

The purpose of the LCS Action Research "Teachers as Researchers" program is to collect a body of research relating to the impact of specific teaching strategies on the teaching and learning environment. As our school district continues to invest monies in new initiatives, teachers and schools must find ways to demonstrate the impact that these initiatives have on student learning.

The participating educators must collect qualitative and quantitative data to cover no less than 9 weeks. The data document the impact of the initiative on student learning. This data may include but is not limited to portfolios, journals, test scores, observations, and interviews. The Leon County Schools Action Research "Teachers as Researchers" program offers all k-12 teachers and administrators a grant opportunity to become "Teachers as Researchers". Each participant is awarded a stipend and 30 in-service points for completing the program and submitting a final research project.



Connect Action Research and the PDSEP standards.

For further understanding of the nuts and bolts for delivery considerations, refer to the Book Review, Taking Charge of Change (page 5).

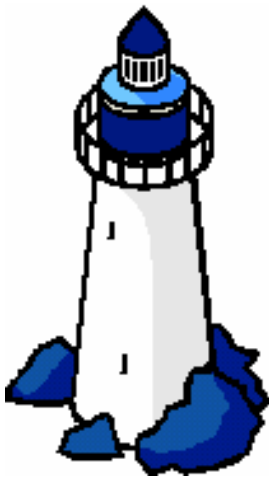
## HATS OFF TO AVA BYRNE

Ava Byrne, formerly the Bureau Chief for Educator Recruitment, Development and Retention is now the Deputy Superintendent for Professional Development with the Miami Dade School System.

Among her long list of contributions are Training for Trainers and her creation of the Professional Development System Evaluation Protocol (PDSEP) which is helping to rethink and revise professional learning in our state.

Ava collaborated with FASD and NSDC to be awarded the Wachovia Coaches Academy Grant while in her position as Bureau Chief. Florida is one of five states to receive such a grant. She has provided assistance and support for multiple years to the FASD Leadership Conference and Spring Forum.

Ava Byrne's boundless energy and ability to bring individuals together to design quality programs is appreciated. Kathy Hebda, is now the Bureau Chief for Educator Recruitment, Development and Retention, and Henry Pollock will be the DOE representative to FASD.



What to do with the data collected during the Planning level?

Learn about ideas and techniques to help introduce, monitor and implement change. Refer to page 5, Taking Charge of Change.

## The Professional Development System Evaluation Protocol

### A BEACON FOR IDENTIFYING BEST PRACTICES

C. LOTT

The Florida Department of Education's Professional Development System Evaluation Protocol (PDSEP) Reviewer's Guide is posted on the FDOE website. The PDSEP standards are intended to provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of quality professional development in their schools.

Two of the three purposes of the PDSEP are to (1) ensure the highest quality of Professional Development Systems for districts, schools, and faculties to support instructional programs throughout the State, and to (2) provide Florida school districts with the methods and protocols needed to conduct an ongoing assessment of the quality of professional development in their schools.

The PDSEP incorporates the National Staff Development Council standards and reflects the requirements of Florida law as it relates to professional development.

The PDSEP standards form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Also, the PDSEP Guide to Judgment on the Standards is designed for school staff and school advisory councils to use as a self-check on the quality of professional development in the school. It follows that schools receiving an overall rating of excellent are providing examples of best practices.

The PDSEP standards reflect three levels of the Professional Development System and each level is further classified into four strands. The first two levels, the Faculty and School levels, share most of the same strands.

The first strand is Planning; it is what occurs to organize and support the professional development for teachers.

Take notice of the following Planning standards. The much condensed standards are beacons leading to best practices. For further un-

derstanding of the nuts and bolts in the area of Delivery considerations, refer to the Book Review, Taking Charge of Change (page 5).

\*The first standard of the Faculty and School levels focuses on Assessment of the Individual and the School to consider the academic progress of their students and to determine what relevant professional development that teachers and schools will need to increase the learning of their students.

\*The second standard of the Faculty and School levels is Administrative Review of Professional Development Plans. This standard requires teachers to meet individually with the principal (or designee) to review the IPDP as it is being developed.

\*Setting a Priority of Needs and Reviewing Annual Performance Appraisal Data are the third standards in which disaggregated classroom level student achieve-

(Continued on page 5)



## BOOK REVIEW

Title: *Taking Charge of Change*

Author: Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, Gene E. Hall

REVIEWER: J. GRANGER

**P**ublisher: Southwest Educational Development Laboratory  
Source: <http://www.sedl.org/>

It has been said that the only constant we can be sure of happening is “change”. Many educators would agree. Various tools and strategies exist to help navigate us through the prevailing winds of change. I discovered a most succinct and useable resource in a small but mighty book, *Taking Charge of Change*.

The book, written for change facilitators, addresses the components of the Concerns-Based Adoption Model (CBAM), a client-centered approach designed to identify the special needs of individual users and enable facilitators to provide vital assistance through appropriate actions. Many times educators can identify the overall desired outcome of a new program but cannot describe the specific changes that should occur in the classroom or school.

To assist change facilitators in describing these specifics, the authors present an excellent tool called Innovation Configuration (IC). It can be used for introducing change and monitoring its implementation. Sample checklists are included to show how to introduce, communicate, and monitor a new implementation. Teachers experience many concerns during the change process ranging from “How will this affect me” to “I can make improvements in the process”.

The Seven Stages of Concern are introduced and explained in Chapter Three of the book. When a new strategy or program is introduced, teachers adopt the change at various levels of use. The “Levels of Use” tool, presented in Chapter Four, assists in describing the degree to which teachers are applying the new program and can provide valuable data for determining the kinds of assistance to offer. Chapter Five ad-

resses the role of effective change facilitators in “game planning” for the overall implementation effort.

The authors give examples of how the ideas and techniques presented in earlier chapters can be applied. Sprinkled strategically throughout the book are various graphic depictions of models, checklists, and data reports that clarify the use of the CBAM and its various applications.

This book really does a good job of explaining the “nuts and bolts” of the CBAM model. The reader will most likely need to investigate other resources to get more in depth information regarding each tool explained in the book; a large research base exists to support the book’s content as documented in the appendix.

I would recommend this book to anyone involved in the process of school improvement – which should be all of us!

Where to go with the winds of change?

Try having professionals study their data, and their practice to increase the performance of their students through an Action Research project. (see page 3)

*(Continued from page 4)*

ment data determine professional development.

\*Next, coordinating the Individual Professional Development Plan with the SIP ensures that every teacher receives professional development designed to increase academic performance and that the professional development teachers received is evaluated.

\*Content, Coordinating with SIP, and Generating a

School-wide Professional Development System are standards that are directly related to improving the skills and knowledge used in the classroom.

\*The Learning Communities standards describe small groups of faculty who discuss student needs, gather research and studies on new approaches, share findings, and study the effectiveness of new practices and then

share the results with other faculty in the school.

Looking to make connections between the planning of learning communities and Action Research (refer to page 3)?

The PDSEP standards are useful as beacons to assist with creating and identifying best practices. These best practices are supported by documentation and overall excellent PDSEP ratings.





FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT  
*FASD and Board Members 2004—2005*



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Jim Croteau Immediate Past-President	Leon County	croteauj@mail.leon.k12.fl.us	Joanne Kaspert Neal Meadows	JMKaspert@aol.com meadowsn@paec.org
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