

FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT

INSIDE THIS ISSUE:

President's Message	1
Region II Area Notes	3
FASD Officers and Board Members	8

SPECIAL POINTS OF INTEREST:

2008 FASD Leadership Conference	6
FHSAA Launches Coaches Education	6



www.FASDonline.org

PRESIDENT'S MESSAGE

JOYCE MENZ



A belated Happy New Year to all FASD members and friends! There is some-

thing about the advent of a new calendar year that just gets me to thinking about more abstract matters than I have time to do at the beginning of a new school year in August. At the National Staff Development Council conference in December, I had the chance to hear a Dr. Palmer Parker speak. He has an impressive resume and most recently is serving as senior advisor to the Fetzer Institute and is founder of the Center for Courage and Renewal, which serves teachers and education leaders nation-wide. Often-times at conferences I have difficulty appreciating his type of keynote presentation, which genuinely made you feel that he was carrying on a one to one conversation. It was not the typical dynamic, energizing keynote presentation! However, for once I was able to slow my mind and impatient nature down enough to soak up and ponder his profound insights that were communicated in simple yet powerful language. His premise wasn't a new concept to me, but it was one that was well worth "re-visiting."

His basic premise was that "relational trust" is the primary driver of success in schools, and that professional development is an important avenue to help the adults in a school setting connect as colleagues who don't just focus on the tasks required in our school roles, but on building relationships, or as he called it, "the work before the work."

This presentation triggered some reflective thinking on my part, and reminded me of another favorite quote of mine, from Dr. Thomas Sergiovanni, which goes something like this: "The most important task of leadership is to create and manage the culture of the organization." So, I researched this concept of relational trust a little more. Here are a few notes from what I learned while looking at additional research by Dr. Anthony Byrk of the University of Chicago (2000):

- Relational trust takes root in the day to day exchanges within a school and is much more than just good feelings among staff about their work environment.

- Relational trust involves the dynamic interplay among respect, competence, personal regard for others, and integrity. A lack in any of these dimen-

(Continued on page 7)

FASD Spring Forum
April 14 - 15, 2008
Melbourne, Florida

FASD SPRING FORUM

Monday, April 14th (8:30-4:00)

“REAL-TIME” DATA: USING CWT TO PLAN PROFESSIONAL DEVELOPMENT”

Our state is rich in Classroom Walk-Through data that is more “real time” than FCAT data for identifying and planning professional development for instructional improvement. Join us to: 1) discover how to use CWT data with student data to plan professional development and to inform instructional improvement decisions; 2) connect the impact of CWT-driven professional development to a school culture that focuses on student success, and 3) hear from districts that are learning to fully leverage CWT data.

Presenters: Maryann Marrapodi, Executive Vice President, Education Programs/Teachscape and a panel of school principals, trainers, teachers, professional development directors.

Tuesday, April 15th 8:30-12:00

IMPACTING TEACHING: WHAT HAVE WE LEARNED ABOUT MENTORING?

Peer mentors do influence the teachers they serve. Join us for recent information gathered from reports and studies on Florida programs involving mentoring and coaching. Findings and results will include information that districts, peer mentors, and other staff developers should find useful in examining their daily work. Research presented will include the evaluation of seven Florida district programs designed to support teachers who were newly assigned to high need schools and subject areas.

Presenters: Kathy Hebda, Bureau Chief / Recruitment, Retention & Development
Connie Berquist, Evaluation Systems Designs, Inc.

IMPACTING SCHOOL LEADERS

Florida’s public schools require high-performing instructional leaders who possess and utilize the competencies and skills necessary to successfully lead the improvement of student achievement. This session will focus on the professional development aspects and new opportunities for districts within the WCG Leadership Program and an update on district Leadership Program approval.

Presenter: Henry Pollock, Director/Educator Retention Programs

Register at <http://fasdonline.com>



**Invite a new professional
developer to our
Florida Association for Staff
Development Spring Forum
April 14 - 15, 2008
Melbourne, Florida**

REGION II AREA NOTES

Clyde Sperring

Greetings from Region II! Four staff development initiatives are described below. Two are from Alachua County and two are representing the small rural counties that collaborate with the North East Florida Educational Consortium. Please feel free to contact the districts for more information!

Alachua County School District: Working Toward High Yield Teaching and Learning

The district's professional development theme for the 2007-2008 school year is ***Working Toward High Yield Teaching and Learning***. In conjunction with this theme and continuing with learning initiatives that were begun last year, training will be focused on working with students from poverty, using Marzano's "9 high yield instructional strategies" and closing the achievement gap with the lower quartile students.

This year, Dr. Paul Slocumb from aha Process, Inc. has reviewed the information he shared last year from Ruby Payne's book, *A Framework for Understanding Poverty*. Additionally, he has shared successful instructional strategies using another Payne book, *Understanding Learning ~ the How, the Why, the What*.

Jane Doty from Robert Marzano and Associates will clarify and provide some

depth into the nine high yield strategies from his book, *Instruction That Works*. This book provides some of the things to look for in the Classroom Walk Through process. Ruby Payne's and Robert Marzano's books have served as the focus for school-based book studies.

The third part of our initiative is being provided by Dr. Larry Bell from Multicultural America, Inc. He will share his research and best practices for working with students who score in the lower quartile on tests. His book *12 Powerful Words*, a resource for educators and parents, will be shared. For more information, you may contact Kathy Shewey at 352-955-7650 or sheweyks@sbac.edu

Alachua County School District: Lesson Plans Online

Teachers love it. Principals love it. It is easy, inexpensive, and effective. Schools throughout the district are in their third year using *OnCourse* online lesson planner and on-going professional development workshops are offered to help teachers and principals get the most from this product. *OnCourse* provides a web-based application where teachers post their plans; administrators review the plans, and parents/students access homework assignments through a teacher website.

The *OnCourse* system allows teachers to create a template that can be used over and over with minor changes as the week's progress. Florida Sunshine State Standards can be linked to plans as well as ESE accommodations, ESOL strategies and literacy strategies. With one click, teachers "turn in" their plans to administrators.

Principals review plans over the internet and make comments directly through the web interface. Reports are available to administrators that allow them to perform a broad analysis of standards being taught across a curriculum level or, in high school, across a content area. When teachers include homework assignments in their plans, this information, as well as attached documents, PowerPoint, spreadsheets, etc., are available to students and parents who have internet access at home or through the public library. Forgot your spelling list? No problem with *OnCourse* ~ the teacher has it attached to Monday's homework every week! One teacher at Gainesville High School has been dubbed "The Paperless Teacher" by her students, due to her extensive use of *OnCourse* document storage.

The product automates the menial portion of lesson planning and increases accessibility. Once the plans are in the *OnCourse* System, users have access to archived les-

Region II: Clyde Sperring
(386) 364-2777
Alachua-Baker-Bradford-Citrus-Clay-Columbia-Dixie-Duval-Flagler-Gilchrist-Hamilton-Lafayette-Levy-Marion-Nassau-Putnam-St. Johns-Suwannee-Union

(Continued on page 6)

FASDLC Planning Committee

Becky Shermis and Cathy Starling

Becky Shermis and Cathy Starling are conference co-chairs for the FASD Leadership Conference

The FASDLC Planning Committee and the Board spent a weekend together this past fall collecting and analyzing data to determine priority professional development needs for Florida educators who are dedicated to improving learning for ALL. Our goal was to build a two-year theme that focused on critical areas that aligned to NSDC priority goals, Florida Department of Education goals, and FASD's Mission and Vision. We used evaluative feedback we received from our FASDLC members at this past September 2007 conference to drive key initiatives to support you personally. We were data-driven to focus on results.

We specifically wanted to create learning environments that addressed important and challenging needs of our stakeholders through consistent and continuous learning initiatives and thread key learning through our Spring Forum and FASDLC venues, as well as other outreach endeavors in which FASD is involved.

Through our data-driven research, we are excited to introduce our theme for the 2008-2010...

“Leadership for Learning”

Priorities for the next two years will include:

- Learning State-of-the-Art Delivery Methods and Follow-Up
- Learning to Support Quality Teacher and School Leadership, and

- Learning to Support New Teachers.

If you are a part of a district that is making an impact in one of the top three areas, please email Becky Shermis (bshermis@kaplan.edu) or Cathy Starling (starlca@bay.k12.fl.us) to let us know. We are looking for educators to present at the September 2008 FASDLC Conference and share “what is working” in their districts. Please see the Leadership for Learning visual to get additional information on examples of “learning” for which we need topic presenters.

Also, if you are interested in serving on one of our FASDLC Planning Committees, it is not too late. Please contact Becky Shermis at bshermis@kaplan.edu if you are interested in serving. We can use assistance on the following committees:

audio/visual
exhibitors
hospitality
mentors/new attendees
registration
general sessions
breakout sessions (Hot Topics)

Thank you.

Becky Shermis & Cathy Starling



WEB
RESOURCING

Palmer Parker

Center for Courage & Renewal!

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

ICOS Presents: Professor Anthony Bryk

Relational Trust: A Core Resource for School Improvement
with RealMedia Presentation

<http://www.si.umich.edu/ICOS/Presentations/20000310/>

Leadership for Learning

FASD Focus for 2008-2010

Learning

*State-of-the Art
Delivery
Methods and
Follow-Up*

- Technology and web based resources
- Communication deliveries, i.e. Podcasting, online
- Continuous learning strategies
- Budget-minded and alternative ideas

Learning to

*Support Quality
Teacher &
School Leader-
ship*

- Professional learning communities
- Cultivating positive cultures and communication
- Developing quality leaders
- Using student and PD data to improve teacher and student learning
- Performance and competency based teacher quality measures

Learning to

*Support New
Teachers*

- Induction
- Coaching and Mentoring
- Instructional Resources

2008 FASD LEADERSHIP CONFERENCE
 Mark your calendars now
September 22-24, 2008
 Tradewinds Island Grand Resort
 You won't want to miss this learning experience.

REGION II AREA NOTES

(Continued from page 3)

sons, document files, themed units, scope and sequence from previous years and documentation of standards alignment. With continued usage, the plans will grow in depth and breadth as the years go by, creating a stronger instructional base, better teaching practices and increased student achievement. If you would like to know more about *On-Course Systems*, contact Joyce Thompson in Alachua County at thomps@sbac.edu.

North East Florida Educational Consortium (NEFEC):

Leadership Development Program Template

North East Florida Educational Consortium (NEFEC) has been designing and implementing the Principal Leadership Academy since 2005. NEFEC, with the support of the William Cecil Golden (WCG) Program and Crown Consortium, has now developed a Leadership Development Program [plan template](#) to help the NEFEC Districts meet the state requirement for submitting their Leadership Development Program by June 30, 2008. The Leadership Development Program template includes, but is not limited to, the following areas:

- The William Cecil Golden (WCG) Program: The Big Picture
- Introduction to the Florida Principal Leadership Standards
- Certification Requirements for Educational Leadership and School Principal
- Teachers as Leaders
- Developing Yourself as a Leader

The districts can use the template to custom design their Leadership Development Programs to best meet their District needs and still meet the requirements of DOE. For more information, please contact Jason Arnold at 386-329-3800 or arnoldj@nefec.org.

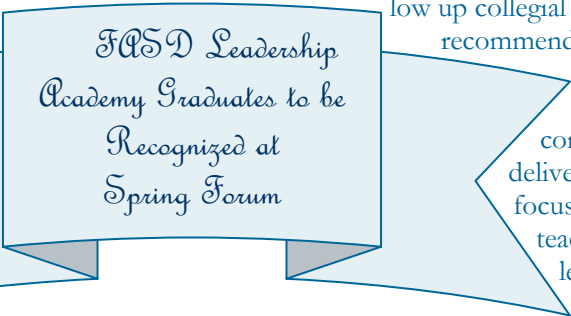
North East Florida Educational Consortium (NEFEC): Single School Culture

The North East Florida Educational Consortium is working in partnership with the Safe Schools Institute of Palm Beach Schools to bring Single School Culture© training to the NEFEC districts. Single School Culture© is not a program but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency

in practice. There are three main components of Single School Culture©: Academics, Behavior, and Climate. This partnership is focused on Secondary Reform and the process began with a presentation by Alison Adler to the NEFEC superintendents, district contacts, and a group of high school principals. This was followed by a trip to Palm Beach to observe learning team meetings and receive initial information about Single School Culture©. Over 100 teachers and administrators from the NEFEC districts were in attendance. Schools were subsequently surveyed to identify needs and regional trainings are being planned for the remainder of the year to meet those needs. Two high schools in Suwannee County targeted tardiness as a major concern by their staffs. Using the Single School Culture process both high schools have documented a reduction in tardies by 75%. Several schools within the NEFEC Consortium have completed the Climate Surveys with their school staff and are in the process of identifying which main component they will address. For more information, you may contact Brandi Arnold at 386-326-3000 or arnoldb@nefec.org.

FASD LEADERSHIP ACADEMY

Participants in FASD’s first Inaugural Leadership Academy concluded their course of study this past fall with a final instructional session, completion of individual learning plans, and follow up collegial conference recommendations for the coming years. With enthusiasm for their commitment to delivery of professional learning across the state, our “Excellent Eight” will surely represent the FASD organization proudly. The Academy Graduates will be presented at the Spring Forum in April and we look forward to their continued involvement with FASD.



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President’s Message

Joyce Menz

(Continued from page 1)
sions can undermine the overall relationships within a school.

- Strong positive effects emerged from Byrk’s study, linking the degree of relational trust to student academic improvement, to changes in teachers’ pre-existing beliefs, to teacher changes in commitment to the school, to teachers’ willingness to take risks and to be innovative for improved student learning, and to their collaboration with colleagues and parents.

- Better schools (work environments high in relational trust) result in better teachers, which results in better student learning.

Principals’ actions play a key role in developing and sustaining relational trust in a school.

The applications of this concept are many when you consider current initiatives in Florida, such as the emphasis on coaching and mentoring and the new leadership standards and statutes that subsequently impact the new leadership programs that are

under development by all districts in Florida. I hope that you, like me, will re-visit this concept in both your personal daily work, and as you design, carry out and coordinate professional learning for and with others! It involves those types of actions and interactions that necessitate slowing ourselves down a little so that we don’t lose sight of the “work before the work.” I think it is a pretty good way to start a new year!

Sincerely,
Joyce



Officers

President	Joyce Menz	Nassau
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FDOE Representative

Kathy Hebda
Florida Department of Education

Leadership Conference Co-Chairs

Becky Shermis
Kaplan University
Cathy Starling
Beacon Educator, Bay

Executive Director

Debbie Cooke
wpglconsulting@comcast.net

Regional Contacts

Region I: Anthony Cooley cooleya@paec.org
(850) 638-6131 x 2279
Bay-Calhoun-Escambia-Franklin-Gadsden-Gulf-Holmes-
Jackson-Jefferson-Leon-Liberty-Madison-Okaloosa-Santa
Rosa-Taylor-Wakulla-Walton-Washington

Region III: Maria Dempsey dempsem@ocps.net.k12.fl.us
407.317.3200x2798
Brevard-Indian River-Lake-Okeechobee-Orange-Osceola-St.
Lucie-Seminole-Sumter-Volusia

Region V: Becky Shermis bshermis@kaplan.edu
954.899.8068
Broward-Collier-Hendry-Martin-Miami-Dade-Monroe-
Palm Beach

Region II: Clyde Sperring csperring@suwannee.k12.fl.us
(386) 364-2777
Alachua-Baker-Bradford-Citrus-Clay-Columbia-Dixie-
Duval-Flagler-Gilchrist-Hamilton-Lafayette-Levy-Marion-
Nassau-Putnam-St. Johns-Suwannee-Union

Region IV: Debra Elliott (863) 531-0444 X 219
Debra.elliott@heartlanded.org
863.531.0444 x219
Charlotte-DeSoto-Glades-Hardee-Hernando-Highlands-
Hillsborough-Lee-Manatee-Pasco-Pinellas-Polk-Sarasota