



# NEWSLETTER

## FASD Leadership Conference a Huge Success!



Educational leaders throughout the state enjoyed award-winning performances on professional learning and development at this year's Leadership Conference. General session speaker, Dr. Julie Smith, shared an in-depth look into Dr. John Hattie's Visible Learning's school change model, and impressed upon attendees the importance of knowing and utilizing research regarding critical factors for effective teaching and student learning. Dr. Enrique Puig, a second featured speaker,

guided participants in an exploration of the rationales, aesthetics, and procedures that focus on literacy coaching for improving instruction.

Once again, Dr. Eileen McDaniel and Dr. John Moore of the Bureau of Educator Recruitment, Retention and Development did a stellar performance with an update from the FLDOE, providing valuable information for the upcoming school year.

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*-Carol Johnson, longtime FASD member and former board member*

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The 250 attendees applauded the opportunity to attend a variety of concurrent sessions including:

- Achieve the Desired Results of Your Show! Create an Innovation Configuration Map
- “And the Oscar for Best Practices in a Supporting Role Goes to...” School-Based Professional Learning for Implementing the Common Core (Action Lab)
- Applause for the Central Office: Leadership Practices that Matter Most to Schools
- Dance Like Ellen! Retain Good Teachers
- “Go Ahead, Make My Day!” Literacy Coaching Beyond Core Standards
- “Here’s Looking at You, Kid!” Feedback that Makes Learning Visible
- “Khan, iPads, Action!” Successful One-to-One iPad Initiative and Kindergarten Khan Academy
- Lessons from the Circus: Facilitation in Action (Action Lab)
- “Lights, Classrooms, Action:” Using Instructional Rounds to Create the Ultimate PD Set!
- “May the Force Be with You!” PD 101
- No Three Ring Circus Needed! Seamless System of Supports: Turning Schools Around
- “Now You See It...” 21st Century Teaching and Learning in an Online Environment

- S.T.E.M. and Beyond - “After All, Tomorrow is Another Day!” (Action Lab)

- Setting the Stage: PLCs
- Showtime! Produce, Direct, Film, and Star in Classroom Video Instructional Performances
- Start Spreading the News...about the Professional Learning Tool Kit Collection
- The Director’s Chair: Help School Leaders Stop Assisting Production and Start Leading Cast and Crew (Action Lab)

Productive networking opportunities allowed regions to share activities, needs, and challenges, creating a foundation for further conversation throughout the school year.

The FASD cast and crew, as well as the participants, were delighted with the number of generous sponsors who were available throughout the three days, sharing the latest methodologies, information, and products to help educators meet the learning needs of schools and districts.

From Oscar performances by dedicated professionals to valuable networking experiences, this year’s Leadership Conference captured rave reviews. Director Brenda Crouch and co-chairpersons Barbara Eubanks and Dori Bisbey appreciated the incredible support and hard work of all board members, and the commitment of all participants who took valuable time to attend.

Additional photos and presentations are posted on the [www.fasdonline.org](http://www.fasdonline.org) website.





## Outstanding Staff Development Award

This award is presented to an individual or school that makes a major impact on teacher and/or student learning. This year, two districts tied for their outstanding work.

### VIDEO INSTRUCTIONAL PERFORMANCE PROJECT: TEACHER EVALUATION ADMINISTRATIVE MONITORING SYSTEM

#### *Brevard Public Schools*

The Video Instructional Performances project (VIPs) addresses the district priority of increasing clarity and inter-rater reliability of specific elements of the teacher evaluation rubric. The program provides the development of small Learning Communities to create, video-tape, and analyze lessons with high effect size teaching strategies for those elements. The VIPs collection of videos includes lessons linked to the evaluation system rubric demonstrating research-based effective instructional strategies, chosen by the district, and based on teacher and principal data from the previous year's evaluations. VIPs participants were selected using a cross-representation by grade level, socio-economic status, state-adopted content area, and principal recommendation. A budget was created to provide honoraria for the 36 teachers along with substitute reimbursements for job-embedded staff development (four days) for all participants.

Participants attended a total of 26 hours (minimum) of training and feedback sessions. Learning Community meetings on days two through four were dedicated to viewing teacher videos and giving both verbal and written feedback using the Group Reflection and Feedback Forms. Participants discussed teacher instructional delivery and student response results and revised teaching strategies based on peer and expert review/feedback. Using specific feedback from peers, participants developed new lessons for the next video. Groups were facilitated by a professional development staff member and one curriculum expert to ensure key elements from the rubric and standards were addressed in each video.

Participants applied the skills and knowledge gained during the VIPs project to develop engaging lessons through three 15-minute videos, upload documentation to Google Docs, and post their completed videos in the district's online video repository. Sharing of "lessons learned" during the post narrative provided valuable reflective feedback for viewers. In addition, the Google Docs site provided all members the ability to track their team's progress in real time and for continued follow-up after the project was completed.

VIP team members identified a learning goal for



students based on their selected strategy and monitored progress throughout the project. Evidence of increased student learning included: student engagement, student comfort level with the new learning, and student demonstration of mastery. Viewing videos during the three Learning Community days, as well as sharing and receiving constructive feedback on lesson delivery and content, provided participants the necessary support to reflect on teacher behaviors and to make appropriate changes in classroom practices. Each video showed growth over time and aligned with specific student growth targets outlined in the Student Progress Form. The district will utilize this collection of approximately 100 videos to build capacity at the school level and enhance inter-rater reliability.

By focusing on the areas of the teacher appraisal system that, according to data collected throughout the 2012-13 school year, were confusing to teachers and



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administrators alike, the VIPs project permitted members to increase their professional learning in a high-effect size strategy and monitor results in student achievement. In addition, the development of the district video repository allows all Brevard instructional personnel to gain a consistent, clear definition and provides modeling of critical instructional strategies as identified in the teacher evaluation rubric. All VIPs members scored 'Distinguished/Highly Effective' on the Summative Part 1 (Professional Practices) of the Instructional Performance Appraisal System for the 2013-2014 school year.

### INSTRUCTIONAL COACHING SERIES WITH TEACHLIVE

#### *School District of Osceola County*

The district needs assessment indicated that the skill sets of coaches, district-wide, needed to be strengthened based on a school-based coaches' survey, a high population of new coaches, and a limited number of previous coaching trainings. UCF lecturer Cherie Behrens was consulted. Cherie's work creating the first state-approved, graduate-level, instructional coaching course, combined with her coaching experiences, were drawn upon to develop a train-the-trainer instructional coaching series. The series utilized high-leverage practices, research, evidence-based instruction and intervention strategies that are proven to work with adult learners and students to guide learning gains. In Professional Learning Communities (PLCs), district coaches participated in problem solving using their real school data and 8-Step Process resources that were provided by a Florida Department of Education coordinator. District coaches experienced hands-on strategies and pedagogical practices that improve student learning so they could replicate the experiences with school-based coaches that would in turn, ultimately replicate the experiences with the teachers they work with in order to promote the use of these methods with students. District student data, including that the district has the second highest population of English Language Learners, were used in prioritizing the learning strategies, pedagogical

practices, and resources selected for the Instructional Coaching Series.

The three full day train-the-trainer, professional development offerings were held for K-12 district coaches. Coaches were expected to attend all three training days and develop an implementation plan. The learning goals of the sessions focused on Cherie's



coaching tenets, including: *Operating as a Coach, Facilitating a Culture of Learners, Supporting a Data Focus and Promoting Student Success*, as outlined in the guiding coaching model. The coaches' PLCs traveled in centers that were designed to ignite and build background knowledge and provide opportunities to practice. For instance, the PLCs explored materials provided and then discussed how they would connect content-specific resources, including resources from CPALMS, and district supported research-based strategies, based on their real student data needs. Coaches created implementation plans in order to promote the district initiatives of improving teaching quality and student learning. The most successful technology utilized during the sessions was an innovative, Bill & Melinda Gates funded, technology called TLE TeachLivE™ (TeachLivE), according to data collected from the coaches. TeachLivE is a classroom simulator used to better train educators. The TeachLivE simulator is populated with specifically designed avatars that interact with educators. TeachLivE uses differentiated learning techniques and a formative assessment feedback model to provide each user or user group with a different experience that changes based on the actions of the educator(s) in the simulation. For every coaching session, TeachLivE was a center on its own



where coaches could further hone their abilities coaching a resistant teacher, practicing what was learned in the sessions, utilizing "look for" documents for further coaching conversations and more in an unpredictable, but realistic, way using a mixed reality environment.

The coaches were able to apply the skills and knowledge gained in a variety of ways, including role-playing, problem-solving scenarios, in TeachLivE and with their site-based coaches and teachers. They were provided with electronic resources and video follow-up from each session, based on the data collected in each session. Formative data collected was utilized to determine the type of simulation for the next session. This kind of flexibility allowed the group to better meet its mastery goals. Coaches created implementation plans and reported to the district their prioritized initiatives to implement tailored to their schools' needs as determined by real student data. Planning is in process for next steps to continue the learning and support for district-level coaches as they roll out the training to school-based coaches. Cherie will continue to support the systematic roll out of the face-to-face sessions, TeachLivE sessions, and provide web-based follow-up assistance in Moodle.

Each aspect of the training had measurable goals that were reported out to the district in three levels as indicated by color. The data to determine the levels that goals were met were gathered at each session and were generated by the coaches filling out exit slips for each part of the training. Once collected, data were entered from each session into an Excel document for analysis and trending purposes, which is how goals were measured and further professional development was and will be devised. Implementation goals were also monitored, collected and represented in graph form from highest to lowest levels of intent. Plans to evaluate the success of future trainings for school-based coaches include teaching school-based coaches to use the forms provided to detect trends, monitor implementation progress and create tailored professional development improve andragogy and create ways for teachers to monitor their own learning. Positive data collected during the series suggests a high degree of learning and successful implementation occurred. The district will continue to prioritize the implementation efforts of instructional coaching to further impact teaching and learning at all levels.

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## Regional Updates

### REGION I

In the regional break-out sessions held during the leadership conference, Region I attendees shared key learnings that they gained from John Hattie's body of research. From his highly recognized work, *Visible Learning*, several discussed a significant increase in effect size as a result of using specific strategies that they have now incorporated into their district's evaluative system. Since 95% of the strategies reveal gains, many expressed their decision to set more advanced goals in order to continue boosting effect size.

Region I also discussed the new IStation Reading project. The Morgridge International Reading Center at the University of Central Florida was selected as the state of Florida's research center to examine the effects of the iStation Reading program on the reading performance of elementary



students. The study, which began with the 2014-15 school year, will focus on students enrolled in Florida schools in grades pre-K through 5. All Florida schools are invited to participate in this project on a voluntary basis. For more information, contact [locampbell@ucf.edu](mailto:locampbell@ucf.edu)

## REGION I CONTINUED

Like most districts, Region I's session ended with dialogue centered round their High-Quality Master Inservice Plan (HQMIP). PAEC attendees reported that their digital literacy was complete and that they were seeking technical assistance. Other districts in the region shared that they were waiting for further exemplars and guidance. They also expressed several concerns including a better understanding of how to describe components and what learning will look like "50% of the time."

*-Barb Eubanks, Region I Director*

## REGION II

Region II attendees began their session by sharing key learning that reiterated keynote speaker Dr. Julie Smith's words, "Hope is not a strategy." Reflections included the importance of linking research and district practices to student achievement, as well as the use of teacher voice to evaluate the impact of professional development. They also shared new learning related to literacy such as higher-level learning strategies and "text [that] can be more than what we define it to be."

Another topic that was discussed in depth was the power of videotaping teachers and the importance of



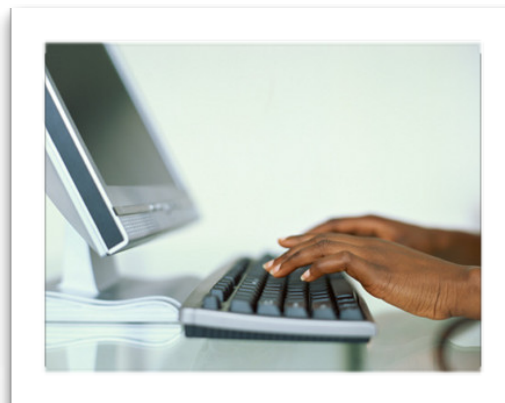
different kinds of feedback.

Like Region I, Region II attendees discussed multiple components and concerns related to their HQMIP including digital literacy, leadership development, teacher evaluation, development of teacher-leaders, new Florida standards, logistics of collecting and reporting data, evaluating PD impact, and data-driven PD decisions.

*- Carol Milton, Region II Director*

## REGION III

Many of the key learnings that were gleaned by region III attendees were similar to those gained by other region attendees. Topics include the importance of feedback, leadership that starts at the top, a stronger focus on high effect strategies, IC maps, instructional rounds, PD toolkits, and a focus on principals/instructional leaders as customers.



In regard to their HQMIP status, region III attendees shared various "helpful hints" that they had learned in the process. District tips included use of conference calls, focus upon one component at a time (such as Gifted), prioritization of district-wide and state initiatives, a gradual approach, and FDLRS support (e.g. they can furnish codes for face-to-face courses).

*- Dori Bisbey, Region III Director*

## REGION IV

During their regional break-out, Region IV attendees reported that Polk County would be hosting a leadership collaborative event on December 8th that would provide a venue for district representatives to share their HQMIP samples.

Several districts shared their Digital Classroom Plans including Charlotte and Hillsborough Counties' technology cadres and use of laptops as well as Sumter County's offering of PD through technology snippets in Moodle. Several districts, along with FDLRS, expressed their interest in SWIVLs, a video learning system that provides educators with a platform for lesson capture, knowledge sharing and video hosting. Pinellas attendees shared that they were already using this platform for follow-up and evaluation.

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Pasco and Pinellas counties also discussed their involvement in the Gulf Coast Partnership that offers graduate degrees, some focused on turn-around schools.

*-Patti Brustad, Region IV Director*

districts. Goals included improving facilitation skills, deepening discussions of effect size and high-yield strategies, building stronger PLCs, incorporating a new common language, and incorporating more blended learning opportunities for teachers.

## REGION V

Region V attendees reported progress on their HQMIP. Several of the larger districts shared how they had consolidated components and revised component descriptions in order to make it more manageable. Their final step in the process is to cross-reference new components with the HQMIP format in order to add any missing elements.

Like the other regional attendees, Region V reported key learning they gained at the conference that they plan to implement in their respective



*- Shari Huene-Johnson, Region V Director*

# Letter from our President



*Lillian Sigler, President,  
Florida Association for Staff Development.*

Merry Christmas, Happy Hanukkah, and Happy Kwanzaa!

As we approach our winter break and begin to look ahead, I hope that each of us will take a few moments to reflect on our actions during this past year. Have we measured up to the standards that we established for ourselves? For those of you that attended the 2014 FASD Leadership Conference, you will recall that I

asked you to take an oath with me. That oath was to do our absolute best for the students in Florida. Regardless of the challenges or circumstances, together we must do our best for them. These young people are the future of this planet.

So let's take care of ourselves, enjoy our family and friends, and cherish the moments that we have with them. Then, let's make sure that in each of our professional roles, we are doing all that we can to show Florida students our love for them and our commitment to making sure that they get the best that we have to offer.

Happy New Year!





# Opportunities Abounded to Connect, Engage, and Learn in Nashville



*Debbie Cooke, Executive Director,  
Florida Association for Staff Development.*

On December 6-10, members of Learning Forward convened in Nashville to connect with a network of educational professionals who spend their daily lives ensuring that *every educator has the opportunity to engage in effective professional learning so every student achieves*. This year's program engaged participants in new and unique ways, and provided learning experiences that will last long after the conference attendees return to their places of work.

The line-up of key-note speakers included a wide array of professionals from a multitude of backgrounds, professions and perspectives. Monday's keynote session was presented in a new format, featuring three speakers in a TED-talk style format. Barrington Antonio Irving, Jr. became the youngest person to pilot an airplane solo around the world. He shared his journey from Miami's inner city surrounded by crime and poverty to a life that he would never have imagined as a child. He was joined by Pearl Arredondo, who grew up in the impoverished East Los Angeles neighborhood of Boyle Heights, the daughter of a high-ranking gang

member, and was raised by a single mother who worked for the Los Angeles Unified School District. Pearl was the first member of her family to graduate from college - her chosen field of work, education. Michael Ungar rounded out the trio. He is a family therapist and professor of social work at Dalhousie University in Halifax, Nova Scotia. His area of expertise is the field of resilience, and his work has earned him the 2012 Canadian Association of Social Workers National Distinguished Service Award. Tuesday afternoon John Hattie took the stage and shared his latest work around Visible Learning. On Wednesday, Steve Gross presented his perspective about how joy and optimism ignite the best in all of us.

If you were not able to join us in Nashville, look for key highlights of the experience on the Learning Forward website. In addition, some of the conference learning is accessible to Learning Forward members through on-line learning communities. For more detailed information about the Learning Forward Conference, visit the website at [www.learningforward.org](http://www.learningforward.org).

For those of you who like to plan WAY ahead, it's never too early to begin making plans for the 2015 event, which will be held at the lovely Gaylord National Resort outside Washington, D. C. from December 7 - 9, 2015.



# Upcoming FASD Events

## *2015 Spring Forum*

Date: May 4-5, 2015

Location: Hilton Orlando/Altamonte Springs

Hotel Reservations by: April 20, 2015

Group Rate: \$104 per night

Group Code: Florida Association for Staff  
Development

Call: 407.830.1985



## *2015 Fall Leadership Conference*

Date: Sept. 28-30, 2015

Location: Tradewinds Resort/St. Pete  
Beach

*More information to come.*

Check out our website at <http://www.fasdonline.org>

# FASD Website

<http://www.fasdonline.org>

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