

Teacher's Advisory Council

APRIL 15, 2015

4:00 p.m.

DeLand Board Room

MINUTES

Mrs. Vickie Presley, Area Superintendent, opened the meeting and welcomed everyone. Mrs. Presley introduced Mr. Gary Marks, Area Superintendent.

Dr. Karen Beattie, Coordinator, Staff Development made a Power Point presentation to address the questions submitted.

See Attached PowerPoint

Dr. Beattie also shared information regarding Volusia Reads:

Volusia READS!...with Jim Tager and Meg Roa

Volusia READS!...with Jim Tager and Meg Roa is a district-wide book club that brings colleagues together by reading a professional book independently and sharing thoughts during our book discussions. Join the club and enjoy the collaboration. REGISTER via MyPGS using section #72130. If you were a member of *Volusia READS!* in the fall, you have to register for the spring session. For more information, click on the attachment and/or contact Meg Roa. (mroa@volusia.k12.fl.us or X20548)

See Volusia Reads Attachment

Ms. Barbara Head, Director K-12 Curriculum and SIP Services; along with Dr. Alicia Parker, Asst. Director, Program Accountability discussed assessments and answered questions regarding recent rulings from Tallahassee students who are opting out of testing.

The following pages address the questions and concerns that were submitted prior to the meeting:

Instructional Services

QUESTION: Why are students that are taking Volusia virtual classes not required to take or be monitored with the use of DIA or SMT testing? It seems that all of their testing is done without any supervision. Students in the traditional classrooms are having their grades affected tremendously by these tests, while the online students appear to be able to take/retake the same unit tests over and over again with notes/help/somebody else taking the tests/etc. How is this fair to the students in the classroom? What words of encouragement should we use to keep students in the classroom, when it is way easier for them to pass the online courses due to the lack of monitoring and the retaking of the same tests again and again and again?

ANSWER: This is a 3 part question:

1)"Why are VVS students not required to take DIA or SMT testing?" **ANSWER:** The District's system for managing and procuring data (Eduphoria) is unable to accommodate the VVS students for their participation in the DIA or SMT. As a work-around, the VVS teachers are administering to track student progress on math and science skills. Students in ELA courses are participating in the VLTs.

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2) "Students in the traditional classrooms are having their grades affected tremendously by these tests, while the online students appear to be able to take/retake the same unit tests over and over again with notes/help/somebody else taking the tests/etc. How is this fair to students in the classroom?" **ANSWER:** Contained in the online courses are three types of assessments. First, is the "activity quiz" which is diagnostic meaning students take it once and it records the students level of understanding. Second, is the "lesson quiz" which is a formative assessment. Students have 2 opportunities to show mastery before moving on in the course. Third, is the "chapter test" which is summative. Students who do not show mastery on the first attempt are given an opportunity to retake some form of the assessment after the teacher has provided some form of intervention. Additionally, it is policy for all VVS students to report to their zoned school to have all summative assessments proctored by a VCS employee.

3) "What words of encouragement should we use to keep students in the classroom, when it is way easier for them to pass the online courses due to the lack of monitoring and the retaking of the same tests again and again and again?" **ANSWER:** Students have 2 options available to them for a virtual course offering-- Florida Virtual School and Volusia Virtual School. Each virtual instruction program has its own set of procedures for monitoring student progress, completion of assessments and academic interventions. VVS policy requires all students to have summative assessments proctored, as mentioned above. Every school has been provided with the testing policy and an activity log book to record student participation. VVS teachers, like classroom teachers, make every effort to ensure student achievement by requiring students to participate in academic interventions. More specifically, VVS students are given one or more of the following interventions: additional online practice, reviewing archived tutorials, resubmission of assignments based on feedback from teacher, attend a virtual tutoring session conducted live with VVS teacher, meet face-to-face with virtual teacher for additional instruction.

QUESTION: When will the EOC results from last year for students that took courses online be available for schools to see? It would be interesting to know how these student's scores compared to those students taking the traditional courses in the classroom, since the online nine weeks grades are so much better than those in the classroom. **ANSWER:** All students test scores for previous assessments are available in CrossPointe and Data Warehouse.

QUESTION: When can we expect access to instructional materials that are aligned with the district/state assessments? **ANSWER:** Our curriculum maps have suggested resources that are fully aligned to the Florida Standards. We are using all of the provided state test item banks and blueprint to make available assessments and/or items that align to state assessments.

QUESTION: Our second grade team was very concerned regarding the developmental appropriateness of the VLT2. First, the format was not student friendly. The numbered paragraphs mixed with the numbered questions caused some confusion for students. There was not a clear distinction between where the reading portion stopped and the questions began. Secondly, the vocabulary was not developmentally appropriate for this point in the school year. Words and phrases such as, system, Fahrenheit, 11,000, Celsius, asteroids, dwarf, etc. are unfamiliar and not spelling patterns that they have been taught at this point. After struggling through so many unfamiliar words, even our top students were struggling with comprehension. Which brings us to the concern regarding stamina. This is too much for our students at this point in the school year! Perhaps by the end of the year, but what happened to

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starting small and building content / stamina throughout the year? So our main questions are; Are these tests research based? Have they been tested for reliability and validity?

ANSWER: The ELA curriculum department is making adjustments to the format of the assessments as we are working with the vetting committee for VLTs. Directions will be embedded between the text and the questions to help differentiate the sections. The tests are being developed through the state item bank. We are analyzing the assessments as the data comes in. Each item is reviewed statistically and the tests are reviewed using a reliability measure; a final analysis will be conducted this summer when these assessments can be correlated to the results on the FSA. The process was shared in a video provided by the Testing and Accountability Office. The video is available at this link:
<https://intranet.volusia.k12.fl.us/departments/assessment-accountability/Pages/default.aspx>

QUESTION : What is the county doing to help teachers be better prepared to handle planning next year and provide adequate resources, so teachers are not forced to donate countless hours of personal time to meet the needs of their students? **ANSWER:** We are making every effort to provide professional development and resources as information released by the state becomes available, and we will continue to do so. Based on the information we receive from the Florida DOE, we are reviewing, updating, and providing additional resources in next year's curriculum maps. CPALMS is available to all teachers as a standards-aligned planning resource. The Summer Teacher Institute, June 8-10, will feature sessions on curriculum, instruction, assessment and technology.

QUESTION : The district has asked the teachers to create formatives and summatives for their students, adding addition stress, time, and planning to our plates which is already overflowing. Will the district create all the formatives and summatives they are requiring us to have every grading period? **ANSWER:** The district Grading Guidelines contain recommended best practices for the number of summative assessments to be administered each grading period; the number of formative assessments is at teacher discretion. There is no plan to increase the current number of district assessments.

QUESTION: I would like more information on the reading portfolio for 3rd grade students. We have heard nothing about how to keep a portfolio for these students, what we are supposed to be using or what the requirements are going to be. Please give us some information regarding this. **ANSWER:** Just Read, Florida is beginning to release the new 3rd Grade Reading Portfolio Assessments. Please read the information released from Just Read, Florida. The curriculum has made 13 of 22 portfolio assessments available into eduphoria! to make them available to you. Once the reminders are available by Just Read Florida we will have send them to the schools. The K-5 Curriculum office is developing guidance documents to explain the portfolio process.

QUESTION : Why can't we get the EOC scores for the virtual school students? We have tried and no one can produce the data. **ANSWER:** Please see your school data administrator for prior year test data that is available in Data Warehouse and CrossPointe.

QUESTION : Can students earn the on-line graduation requirement while they are in middle school? **ANSWER:** If students are enrolled in and successfully complete a virtual course for high school credit, they will have fulfilled the online graduation requirement. If it is a year-long course, they must complete both semesters in the virtual setting.

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QUESTION : Will the elementary grades levels(K-5) ever get a new reading series that is aligned with the Common Core state standards? Our current reading series is roughly 6 or 7 years old. The last two years we have been using it mostly as a resource and we are having to supplement a lot. **ANSWER:** The district office is looking at additional resources.

QUESTION: Will the elementary grade levels (K-5) ever get a new math series that is aligned to the common core state standards? The current series even though it is not as old as the reading series it is not really being used since it doesn't match the current standards. Again, used as a resource only! **ANSWER:** The district has purchased Activities Integrating Mathematics and Science (AIMS) and Lakeshore Learning supplements for all K-5 classroom teachers. These resources are aligned to the Florida Standards and listed as suggested resources in the mathematics curriculum maps.

QUESTION: Why doesn't our curriculum map match the questions pulled from on the FSA website. Specifically third grade. **ANSWER:** The FSA website is a platform created by the Test Development Center. The curriculum maps do not include test items. The curriculum maps include the Florida Standards and a list of learning targets created by teams of Volusia teachers. Curriculum maps are revised every year. The focus questions are aligned to the Language Arts Florida Standards and teachers should prepare text dependent questions to help students with question format. The current maps were written and released prior to gaining full access to the fsassessments.org website.

QUESTION: The resources on the curriculum map are no longer working active links. Sometimes when we try to access them they say that they are restricted. Is the district aware of this and we are wondering where our resources are since they are no longer on the map. **ANSWER:** Curriculum maps are revised every year. If you find a broken link, please email the TOA or Specialist so that we can remove or change the link. Additionally, if you email the TOA or Specialist in the particular office, they can help you find additional resources. In the mathematics maps, you can find the lesson by going to the listed website and searching by the listed lesson.

QUESTION: Primary and secondary feel that the curriculum is too fast paced. Is anyone looking at this? **ANSWER:** We are required by the Florida DOE to teach the Florida standards. Each year, curriculum mapping committees comprised of teachers and district staff meet to review and revise pacing as appropriate.

QUESTION: The majority of teachers feel that the curriculum and tests are not developmentally appropriate. There is a lot of research about how children learn and about what is developmentally appropriate. Is there research telling us about how teaching young children in a way they are not meant to learn is affecting them? **ANSWER:** We are bound by the Florida Standards and align our resources and assessments to the current state standards. Teachers know their students and should scaffold and differentiate as needed to provide appropriate instructional supports.

QUESTION: Third grade is concerned about the vocabulary on the FAIR test. Third graders are getting stories with words such as, phlebotomy, oracle, pacifist. These are not third grade vocabulary words. Is the district aware that third grade stories are about these subjects? What is

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the districts response to these subjects and vocabulary for 8 year olds? **ANSWER:** The district is analyzing the data from FAIR-FS and would appreciate feedback from schools to be sent to Amy Cervantes. The district office does not have direct access to the assessment itself. Also, the assessment is that it is adaptive, so students performing well will access challenging content that is above grade level.

QUESTION: Regarding bubbling for first graders, is there research that says that 6 and 7 year olds are developmentally able to transfer and answer on a test to a bubble sheet? How accurate will this information be? Will teachers be responsible for checking bubble sheets or for recording each answer from each child for each test? If so, what time has been allotted for this?

ANSWER: There is no requirement for first grade students to bubble answers. First grade teachers can enter student answers in eduphoria! without a bubble sheet.

QUESTION: Are you looking into a new math program for next year? **ANSWER:** No, the district has purchased Activities Integrating Mathematics and Science (AIMS) and Lakeshore Learning supplements for all K-5 classroom teachers. These resources are aligned to the Florida Standards and listed as suggested resources in the mathematics curriculum maps.

QUESTION: Is anyone researching into the effects of pushing down an accelerated curriculum into the primary grades? **ANSWER:** We are bound by the current Florida Standards.

QUESTION: What can you do to improve the communication across the county regarding pacing the curriculum and testing schedules? **ANSWER:** The district has provided an assessment calendar that reflects the unit pacing of the elementary curriculum maps. This calendar is shared with school leadership teams and is available on the website. Any feedback we receive regarding challenges for planning and pacing will be addressed wherever feasible through the curriculum map revision process.

QUESTION: When teachers asked about the minimal number of days to teach a unit before having to take the FSA, they were told by the district that exposure to the unit is enough. We are held accountable based on the results of our students' scores. Where is the district's accountability in this case? **ANSWER:** Each year when curriculum maps are revised, the committee of teachers and district staff make recommendations and judgments about which standards should be covered and at what time during the school year is most appropriate. The committee must choose some standards to be covered after the test is administered. These decisions are made collaboratively with the best interest of the students in mind.

QUESTION: Is VCS part of a consortium of counties to develop non-FLDOE EOC exams? Wouldn't a more "standardized" version of an EOC exam, even if it was among Central Florida counties, provide better data? **ANSWER:** Volusia is part of two different collaborative teams of districts around the state to help develop items for a specific subset of courses offered by our schools. The subject specialists are using some of these items, in addition to in-house items, and items from other sources to construct the EOCs. Items written as part of these collaborative efforts do not always meet the standards we have for quality items; in these cases, items have been revised or deleted as appropriate.

QUESTION: Is there a schedule of review of non-FLDOE EOC exam questions to ensure the exam questions are on the same level as FLDOE EOC exams? **ANSWER:** The review of items is being

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handled by the subject specialists. Teachers have worked collaboratively with district staff for the last 18 months create, review, and vet the EOCs as needed. After the district EOCs are administered, we will review each item for validity and reliability to ensure we offer the best available assessments in our schools.

Professional Development

The Office of Professional Development and Support is responsible for establishing and maintain the Volusia Professional Development System in alignment with the Florida Professional Development Standards. Additionally, the department facilitates the teacher induction program, E3: Empowering Educators for Excellence, all online learning and operates the MyPGS online PD management system. Over ninety percent of the professional development opportunities are provided by educators in the departments of Elementary Services, Secondary Services, Career and Technical Education and the Arts, Federal Programs (Title 1, Title 2, and ESOL), Student Services, Exceptional Student Education, FDLRS, Alternative Education (Volusia Virtual and AVID) and school-based PD facilitators.

QUESTION: Will there be additional training on Common Core Reading Instruction? Our recent VLT2 data indicates that many of our students are not going to be successful on the upcoming Language Arts FSAs. **ANSWER:** Yes, we continue training at the school and district level on curriculum and instruction. The elementary curriculum office has worked with schools to meet the needs of teachers to further develop whole group and small group instruction specific to their needs.

QUESTION: Why is the county forcing Professional Development on everyone? For teachers that don't need the points it is a major waste of time to have to sit through those meetings. **ANSWER:** VTO has negotiated the employee benefit of 31 hours of professional development within the contract. This benefit is considered to be exemplary by the Florida Professional Development Standards Protocol. The purpose of professional development is to increase the knowledge and expertise of professionals in order to positively impact student achievement. Of the 31 hours, only 11 hours are district directed with the remaining 20 hours being determined at the school level and individual levels. If the professional development you are attending does not meet your needs advocate to your administrator and get involved in the designing and delivering of professional development that meets your professional growth needs.

QUESTION: Has the district thought about having mandatory professional development for paraprofessionals? This can be a part of their evaluation and they can also have DPP. Yes, the Paras are "HIGHLY Qualified" but maybe something to keep that status. There are trainings available but they need to be made accountable in some way. **ANSWER:** During the 2013-2014 school year FDLRS in conjunction with the district's PD and ESE departments developed an online series of courses for paraprofessionals. Paraprofessionals were to access the courses during the ERPD time each month. The series has continued this year. The evaluation process is described within the VESA contract which is addressed annually in negotiations.

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QUESTION: I would be interested in professional development providing more opportunities for us to choose teachers we would like to work with rather than always working within our departments. I think being given more opportunities to plan cross-curricular or laterally would be so beneficial. I'm not sure if this is a school based decision. I also wonder if on early release trainings they would consider differentiating a bit. It would be nice if trainings would be tailored more towards level of expertise or experience and we could be broken into groups? **ANSWER:** School leadership has been encouraged to involve teacher leaders in the planning of the ERPD sessions. As a teacher leader, you are encouraged to work with your administration on the suggestions you have made. Regarding the topics of the ERPD sessions, four sessions were provided by the district and included multiple opportunities for school customization. The other four sessions were totally left to the school to design.

QUESTION: Why can't our PDD Wednesdays have professional development that relates to our DPP? I feel the DPP is a huge "homework" assignment that we haven't gotten enough training on. I would also like the early Wednesdays to relate somehow to the subject I am teaching. Special area has to sit through them and be polite through a lot of material that does not relate to our jobs. **ANSWER:** Over 75% of Volusia's teachers selected a component in Domain 3, Instruction. Therefore the four districts developed ERPD sessions on Differentiated Instruction were designed to support the DPPs of the majority of the teachers. The other four sessions were totally left to the school to design. School leaders have been encouraged to ensure the sessions are customized to meet the needs of all teachers. As a teacher leader, you are encouraged to work with your administration on the suggestions you have made.

QUESTION: I have had a hard time logging in to online professional development. There were no search boxes for me to type in the number of a course I wanted to do. The sign ups being more user friendly would be a great improvement. **ANSWER:** Please see the attachment for directions.

QUESTION: When will Clinical Education training be offered this year so that we may be able to take interns next year? **ANSWER:** Kelly Conway in Human Resources will be setting the dates for the Clinical Education course for those teachers wishing to have interns. Jeremy Blinn in Professional Development will be setting dates for the Clinical Education course for those teachers needing it to begin Pathways to Principalship.

QUESTION: Could we add SEA Lab to the Week of Inspire this year? I am a presenter along with many other teachers under the direction of Gail Filson through Title One. Non-Title one teachers may attend but not be given a stipend, but the hands on learning provided is priceless! **ANSWER:** Thank you for the suggestion and we are investigating the possibility.

QUESTION: Could you please ask if it is possible for more directed PDD alternatives to be allowed? Special Area and Multi VE teachers, in particular, would benefit more from development opportunities that pertain to their instructional needs. **ANSWER:** Your request has been forwarded to the specialists in ESE and Special Area.

QUESTION: Are they going to offer an opportunity to earn the additional 10 points for the ESE component for recertification? Ten are being provided through this year's staff development. What if we need it by June 2015? **ANSWER:** A self-paced online course for 10 in-service credits was released on January 30 and is available in MyPGS. It was advertised in the weekly

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Wednesday PD News and on the MyPGS homepage. Additionally, FDLRS offered several online courses.

QUESTION: Who decides on what we will be experiencing for PD? Could the district send out a survey or a list and let the teachers, we who teach, prioritize what we need. Would it be possible to make a school based need decision on professional development? **ANSWER:** Two needs assessments are conducted annually by the Office of Professional Development and Support. One is specifically related to PLCs and the other is a more general needs assessment asking teachers what PD topics are of interest. The results of the needs assessment are taken into consideration when determining the ERPD (four district sessions), the Summer Teacher Institute, and district taught offerings throughout the year. The school leadership team is responsible for customizing the four district ERPD sessions, determining the content of the remaining four ERPD sessions based on school needs and determining any other school-based PD opportunities. Schools are encouraged to contact district content specialists directly regarding any specific PD requests. For example, many schools routinely establish a series of PD sessions for their teachers based on the school SIP, topics identified in PLCs and Deliberate Practice Plans.

QUESTION: Can you give us notice when things are removed from V-Portal? **ANSWER:** As a standard procedure, tiles (links to applications/digital resources) are not removed from VPortal unless: 1) the link to the application is undergoing maintenance, or 2) the application is no longer used in the district. If a link is undergoing maintenance, notifications may be sent via the following methods: 1) from a curriculum specialist, 2) from an email from Tech Services, or 3) using the Announcements section on the Help Desk portal where it is easy to view as users are submitting Tech Services tickets.

QUESTION: Please address how the county plans to be more on target with well-timed and planned professional development that addresses actual content—not delivery styles. What will be done to address the current problems with the delivery of incorrect, incomplete, or faulty content to unsuspecting students that is currently happening in the new environment in which teachers are delivering content out of their disciplinary area? Don't expect teachers to rely only on their content area organization publications—online or in print—because those focus on a traditional canon or approach which is no longer in favor in this county. **ANSWER:** The Instructional Services Division strategically plans the district's professional development plan after a thorough analysis of student and teacher performance data. Professional development that is content specific has been consistently offered since the change from Sunshine State Standards to Common Core Standards to Florida Standards. Often the content is combined with learning various instructional and assessment strategies. Responsibility for identifying areas needing improvement by a teacher is that of the school-based administrator as part of the VSET process. However, school-based coaches and district curriculum specialists may be of assistance in helping the teacher improve their expertise. It is an expectation of our profession that educators seek out learning opportunities and collaborate with colleagues for the purpose of improving professional practice in order to increase student achievement.

The meeting was adjourned at 5:00 p.m.

Teachers Advisory Council

April 15, 2015

Instructional Services

- Deputy Superintendent

Jim Tager

- Assessment and Accountability

Dr. Alicia Parker

- K-12 Services and School Improvement

Barbara Head

- Lyndi Goepfert, Elementary and Accreditation
- Dr. Kati Dyer, Secondary and School Improvement
- Kelly Amy, CTE, PE and the Arts
- Dr. Karen Beattie, Professional Development

- ESE and Student Services

Nancy Redmond

- Federal Programs and Grants

Leticia Roman

- Alternative Programs, Volusia Virtual
and Athletics

Dr. Melissa Carr*

- Volusia Instructional Management System

Chris Yahn

Instructional Services

The staff of Instructional Services is committed to staying current with State curriculum, assessment and professional development requirements for the purpose of ensuring Volusia teachers are provided with appropriate resources.

Curriculum Maps

- **Revised annually** to be aligned to the mandated Florida Standards – available on VIMS website
- Increased learning expectations in all content areas
- Complex academic vocabulary
- Critical thinking processes
- Cross-curriculum applications of knowledge and skills
- Infusion of student use of technology to problem solve and demonstrate learning
- FSA website released information AFTER the creation of curriculum maps. However, maps are aligned to Florida Standards.

There is more to learn and we are to learn it earlier and faster!

District Assessments

- **2013 – 2014**

- Elementary teachers express concerns over what is described as “too many district assessments”
- Then Supt. Dr. Smith decides to significantly decrease the number of district assessments for the 2014 – 2015 school year
- Curriculum Maps are revised as needed due to change to Florida Standards, thus impacting existing district assessments

- **2014 – 2015**

- District Assessment Calendar distributed for Elementary and Secondary
- Implementation of eduphoria! assessment platform
- Additional use of computer-based testing in preparation for State assessments
- New assessments developed, including a vetting committee process
- On-going data analysis for validity and reliability of questions
 - See video on Testing and Accountability Office website

Volusia Virtual and Assessments

- eduphoria! is unable to accommodate the VVS students for their participation in the DIA or SMT
 - Tracking student progress on math and science skills
 - Students in ELA courses are participating in the VLTs
- Three types of assessments in VV courses
 - Activity quiz – check student understanding
 - Lesson quiz – formative assessment
 - Chapter test – summative assessment (zoned school administration)
- **Volusia Virtual courses meet the academic requirements of the standards as aligned with the Volusia curriculum maps. The VV teachers are committed to ensuring the fidelity of the courses.**

State Assessments

- Previous EOC scores are available in Crosspointe and Data Warehouse (see School Data Administrator for VV students)
- FAIR – FS
 - State operated
 - District does not have access to questions
 - Please email specific concerns to the appropriate curriculum specialist
- **The district staff along with teacher leaders continue to develop EOCs, along with consortium partnerships, while the state slowly released the item bank.**
 - Please email specific EOC questions to the appropriate curriculum specialist

Instructional Materials

- Internet sites – links break often, so please email any non-working links to the appropriate curriculum specialist
- A team of teachers, principals and district staff are researching additional elementary resources for reading and writing
 - Recent Instructional Materials Survey – due May 15
- AIMS (Activities Integrating Mathematics and Science) and Lakeshore Learning supplements are aligned to the Florida Standards and listed as suggested resources in the math curriculum maps
- Curriculum maps have suggested resources that are fully aligned with the Florida Standards and with current knowledge of the state assessments.

Office of Professional Development and Support (OPDS)

- Department within K-12 Services and School Improvement
- Coordinator Dr. Karen Beattie
- Specialist Meg Roa
- Specialist Cathy Brown
- Teacher-on-Assignment Jeremy Blinn

All personnel in Instructional Services are responsible for the creating, delivering and supporting professional development. Additionally, school-based teachers and leaders are responsible.

OPDS – Better known as “PD”

- **MyPGS** – The online management system for registering for and archiving inservice credits
- **Professional Development System** – State approved (3.58)
- **E3** – Empowering Educators for Excellence – two-year teacher induction program with approximately 900 participants
- **EPD – Online PD courses facilitated by Volusia teachers**
- **Teacher Leaders** – Continuation of ECET2 with approximately 400 teachers participating in unique PD experiences
- **C2N2** – Collegial Conversations and Networking Nights offered quarterly in an ‘open agenda’ format
- Book Study “Smartest Kids in the World” by Amanda Ripley
- **Twitter Tuesdays** – Twice a month twitter chats hosted by teachers and leaders
- **“PD on PD” – PD Learning Cycle Fidelity**
- **Communications – website, Wednesday news, monthly newsletter**

Why PD?

- The purpose of professional development is to increase the knowledge and expertise of professionals in order to positively impact student achievement.
- **Employee benefit of 31 hours of professional development within the contract. This benefit is considered to be exemplary by the Florida Professional Development Standards Protocol.**
- Of the 31 hours, only 11 hours are district directed with the remaining 20 hours being determined at the school level.
 - Next year all school-based PD will be determined at the school level
- PD is also available on-line, after the school day and within the school day.

PD Choice

- ERPDs – 8 sessions per contract
 - District – 4 sessions on Differentiated Instruction
 - Domain 3 – 75% of DPPs
 - Aligned to the new ESE inservice requirement for recertification (10 credits if successfully completed)
 - Each session included a variety of materials to encourage the customization of the session to the needs of the school
 - Leadership was encouraged to involve teachers in the planning of the ERPD sessions
 - An optional online self-paced course for the additional 10 ESE inservice credits became available Jan. 30, 2015
 - Schools – 4 sessions to be determined by school leadership team

PD Choices

- Fall PD Day
 - Time is split between school and district
- Teacher Duty Days
 - Three hours each is to be used at the discretion of school leadership team
- EPD – online, self-paced facilitated learning
- Face to Face PD within the school day
- Face to Face PD after the school day
- Conferences
- Summer Teacher and Leader Institute – June 8 – 10, 15 - 18

PD Choice

- Get involved with your school leadership, represent your PD needs and assist with the planning and delivery of PD
- Complete the participant surveys online in MyPGS after each PD
- Take the twice annual needs assessments from the OPDS to assist the district in meeting your PD needs
- Demonstrate initiative - contact us about facilitating a book study, an after hours collaboration team, hosting webinars
- Follow educational organizations on TWITTER to keep up with the latest!

Ideas and Answers

- Paraprofessional Training – FDLRS began an online course last year on ERPDs with paraprofessionals. The VESA contract addresses what can be mandatory.
- SEA-LAB offered as PD during the summer institute. This is being checked on through Title 1.
- Clinical Education is now being offered through Human Resources for individuals wanting interns. Please contact Kelly Conway for more info. Contact Jeremy Blinn, OPDS if wanting to go into administration.
- More PD for low-incidence courses and special areas, this request has been forwarded to the appropriate specialists
- **Having trouble searching? Check out directions on the PD website and under the PD Help tab in MyPGS, plus the Spring 2015 PD Calendar that was distributed to schools in early January.**

I want more control – more choice...

- Start local
- **Get involved as part of the solution**
- Participate in opportunities to provide specific feedback, such as needs assessment surveys
- Stay informed as to what opportunities are available
 - **Read the weekly Wednesday PD Announcements**
- Show initiative and look for what you need – it may be online
- Take advantage on new PD delivery models – Twitter Tuesdays, quarterly **C2N2 – May 6 at River Springs Middle**, and the **Volusia Educamp June 13th at Creekside Middle**

There are approximately 4700 teachers with 30% in their first three years. How can you develop your professional practice by helping them?

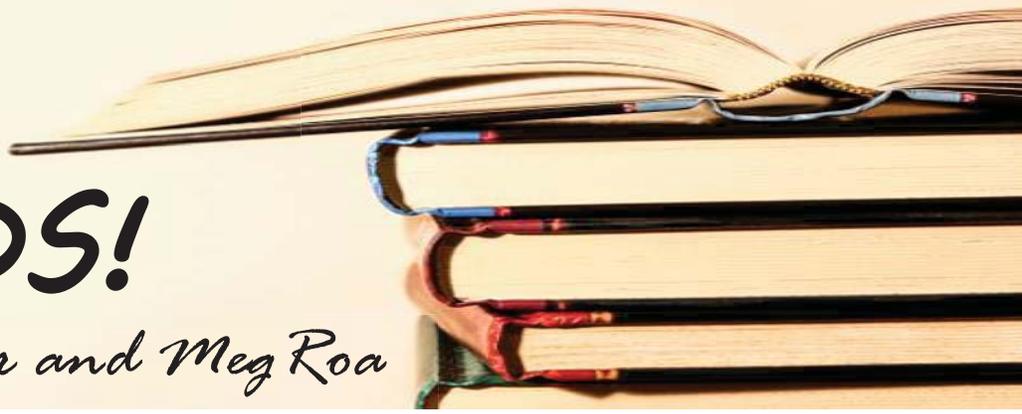
Expertise could be right next door....



Volusia

READS!

...with Jim Tager and Meg Roa



We are excited to announce the winning title for our spring book club....

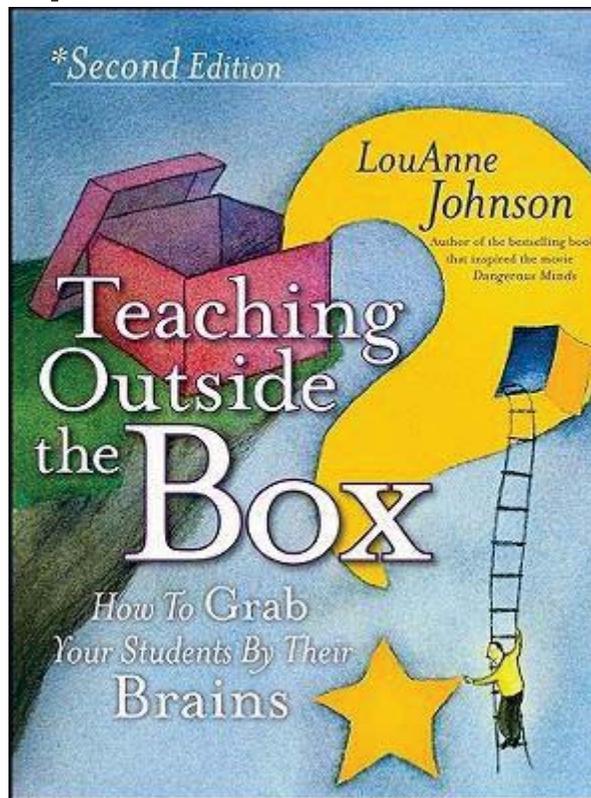
Teaching Outside the Box: How to Grab Your Students By Their Brains

by LouAnne Johnson

Louanne Johnson

is a former U.S. Navy journalist, Marine Corps officer, high school teacher, and the author of The New York Times bestseller *Dangerous Minds* (originally *My Posse Don't Do Homework*). She is currently an online instructor, adult ed instructor, and mentor for teachers.

Click on the cover to read a summary and more.



From *Dangerous Minds*...

Hal Griffith: *How'd they get you to stay?*

Louanne: *They gave me candy and called me their light.*

Hal Griffith: *That'll do it.*

To **JOIN** Volusia READS! spring book club, **REGISTER on MyPGS using section #72130.**

Fall book club members -You **DO** HAVE TO REGISTER FOR THE SPRING SESSION.

Volusia

READS!

...with Jim Tager and Meg Roa

For the spring session there will be no kick-off event. Each book club member will receive a copy of the book via county mail.

Teaching Outside the Box: How to Grab Your Students by Their Brains		
By Louanne Johnson		
GROUP DISCUSSION DATES		
DATE/TIME	TOPIC	LOCATION
Week of 4/13	Distribution of books via county mail	N/A
Monday, 4/20, 4/27, and 5/4 7:30PM – 8:30PM	Online TWITTER Chats (Participation is encouraged but optional.) The hashtag for each online discussion will change each week. Please use the following hashtags to join the online chats. <ul style="list-style-type: none">• 4/20 Twitter Hashtag = #VCSREADS #TOTB1• 4/27 Twitter Hashtag = #VCSREADS #TOTB2• 5/04 Twitter Hashtag = #VCSREADS #TOTB3 <p>Are you ready to TWEET and it's not a scheduled online chat? Use #VCSREADS</p>	Home? Office? Ballpark? Your choice!
TBD	<i>Volusia READS!...with Jim Tager and Meg Roa Closing Event...It's a Wrap! But Is It Really?</i> SPECIAL GUEST via SKYPE: Louanne Johnson	TBD
READING PLAN		
WEEK	Reading Assignment	PAGES
Week 1 (4/13-20)	Chapters 1-3	1-42
Week 2 (4/20-27)	Chapters 4-5	45-132
Week 3 (4/27-5/4)	Chapters 6-8	135-211
Week 4 (5/4-11)	Chapters 9-12	215-282
NOTE: This is a suggested reading plan. Wherever you are in the reading, please join our Twitter chats.		



Contact Meg Roa @ mrroa@volusia.k12.fl.us or X20548