

Just one thing....

A collection of ideas from:



**FLORIDA ASSOCIATION FOR STAFF DEVELOPMENT
LEADERSHIP CONFERENCE**

ST. PETE BEACH
SEPTEMBER 28-30, 2015



MISSION: POSSIBLE

PROFESSIONAL
DEVELOPMENT

The banner features a background image of a man in a dark suit and tie, with his hand raised as if pointing. The text is overlaid on this image. The top section is a light grey textured area containing the conference title and dates. The bottom section is a dark grey area containing the mission statement and the words 'PROFESSIONAL DEVELOPMENT'. The FASD logo is a circular seal with a map of Florida in the center, surrounded by the text 'FLORIDA ASSOCIATION' and 'STAFF DEVELOPMENT', with 'FASD' in the middle.

By #Eduamazing Professional Developers in Florida

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“Just ONE Thing for Professional Development Coordinators”



Professional Development Coordinators should definitely check out...EdCamp

EdCamp Link: <http://www.edcamp.org>.

Helpful Tips Link: <http://www.edutopia.org/blog/planning-an-edcamp-details-mary-beth-hertz>

“Don’t Be the Lid” Link: <https://www.youtube.com/watch?v=p7Ljgxoh9ic>

“If *THEY* build it, *THEY* will learn” Kristen Swanson

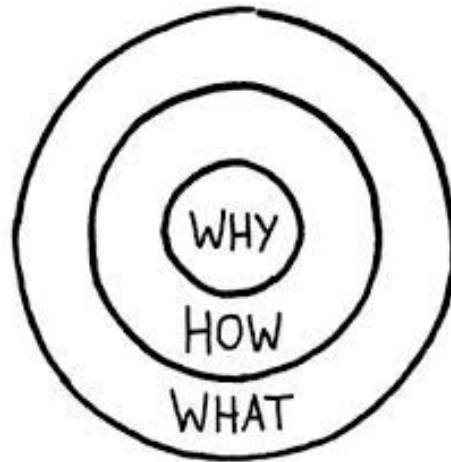
A great way to empower and personalize learning. Differentiation at its best!
About educators empowering educators. The process facilitates the person sharing to become stronger as well as developing the knowledge/skill set of the group members.

The ownership and success of the event is on the participants; not based on predetermined initiatives. Intrinsically driven!

@cdmilton2015
@balindacook
@Tara_Spielman
@Amy_Beechy
@woythaler
@danapwilliams
@mrroa



“Just ONE Thing for High School Principals”



<http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Edcamp@-Teachers-Take-Back-Professional-Development.aspx>

High School Principal, are you finding that you are far too busy to keep up with the demands of instructional leadership? Between conducting walkthroughs, providing feedback, and well, just running your school, we are sure you are looking for ways to make things easier, not only for you but for your staff too. You might want to consider Ed Camp as an effective tool for your staff. It's a way to empower your teachers

Think about this, research says only 50% of your teachers receive 8 hours of professional development, yet we know we need at least 14 hours to sustain implementation of something new. How can you make sure this is happening on your campus? With Ed Camp, teachers build their own agenda for professional learning, based on both your feedback and their areas they know they need to grow. It enables your team to differentiate instruction based on their needs. Because your teachers will be empowered with choice, Ed Camp offers tremendous buy-in. PD will no longer be the dreaded thing some teachers see it as, but rather a vehicle for their customized professional development growth.

The one thing we'd like you to know is that in order to empower teachers through the Ed Camp venue, it to start with the 'why', then go to the 'how' and the 'what'. 'Why' is professional learning important to your team? The 'what' and the 'how' of Ed Camp will show your team that you honor them as professionals.

Other thoughts:

Instill fidelity with videoing and coaching

Possibly align with evaluation tool and school improvement plans

Relationships are a must– build the culture of learning and support

Becky Finn, Myca Harrison, Susan Maxwell, Jen Michaels, Carol Parker, Marissa Rees, Kim Stafford, Danielle Williams

“Just ONE Thing for Middle School Principals”

Middle School Principals edCamp!

edCamp is a powerful professional experience that dismisses the financial barriers, the “yeah-buts” and the normal complaints of traditional professional development. edCamp is a “no excuses” format for all teachers to engage in their learning. edCamps are free to all educators and can be found all over the world. They can be as big as you like or as small as you like.

edCamp offers an alternative format for professional learning. It is an open dialogue with your faculty. It takes the principal off the hot seat for planning and being the expert on everything. It takes faculty meetings and turns it into faculty professional development. It is a great way to build a collaborative culture at your school as well as develop connections between feeder patterns in a district to share ideas and expertise. edCamps will increase collaboration and collegial conversation in a safe environment and gives opportunities for teachers to share and participate in a way they might traditionally feel intimidated to do.

Teacher-choice in the topics that are shared is a natural way to ensure differentiated learning and increase engagement that will promote taking charge of professional growth. Your teachers have expertise to share with all of the teachers at your school in a shorter amount of time. Your high-performers are already the ones that are innovative and seeking professional development on their own. edCamp helps you to help those superstars from working in isolation and re-inventing the wheel. It will make connections in a short period of time to build relationships with other colleagues that have similar concerns. This connections will continue to grow after the edCamp as teachers share emails, twitter accounts and blogs.

A great link is: edcamp.org

“Just ONE Thing for Elementary School Principals”



Elementary School Principals should definitely check out...EDpuzzle. This resource allows you to take already existing videos from Youtube, Khan Academy, etc., or upload your own. Add your voice and questions along the video to engage learners with self-paced and interactive lessons. This resource allows you to track accountability by seeing participant responses and monitoring how many times the video is viewed.

An elementary school principal could choose to use this tool to allow teachers to view video of themselves and one another teaching and answer reflective questions about practice. This tool could also be used with students in a flipped classroom application.

Elementary teachers could apply this tool in the classroom when using video in their lessons to provide chunking and opportunities for students to engage in discussion about the video text for the purpose of deepening comprehension.

A great link is...<https://edpuzzle.com>

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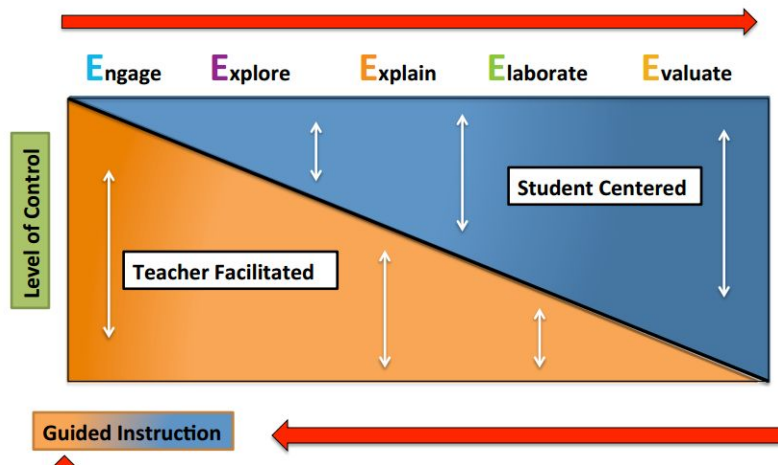
Brian K. Alaback, Director, Professional Learning, Escambia County @BrianAlaback

“Just ONE Thing for Assistant Principals”



Assistant Principals should definitely check out...the power of discovery learning in the math and sciences, and any content area. Discovery learning is “a technique of inquiry-based learning” (Mayer, 2004). The concept bleeds into the 5 E model, and there is great potential in the technique for teaching critical thinking skills through content.

5E+IA: Transfer of Learning Theory



A great link is... The BSCS 5E Instructional Model: Origins and Effectiveness
[http://sharepoint.svsd410.org/mshs/ramseyerd/Science%20Inquiry%201%2020112012/What%20is%20Inquiry%20Sciecne%20\(long%20version\).pdf](http://sharepoint.svsd410.org/mshs/ramseyerd/Science%20Inquiry%201%2020112012/What%20is%20Inquiry%20Sciecne%20(long%20version).pdf)

“Just ONE Thing for Curriculum Directors”



Curriculum Directors should definitely check out...Voice and Choice in Adult Learning
50% of teachers report that they only receive eight hours of PD per year. In order to empower teachers, differentiate between professional learning and professional development. It's time to change the way we provide content specific professional learning with adults. They need choice and voice in what they are learning, and it should be provided anywhere, anytime, at anyplace. We need to validate the teacher, know what they need to learn, and include them in making decisions in selecting what they need to improve on. Think about your title, should the term still be Curriculum “Director” or Curriculum “Facilitator” as we move to change the way we work with adult learners?

A great link is...

[Edcamp](#)

“Just ONE Thing for Technology Directors”

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<p>1. Provide options for perception</p> <ul style="list-style-type: none">Options that customize the display of informationOptions that provide alternatives for auditory informationOptions that provide alternatives for visual information	<p>4. Provide options for physical action</p> <ul style="list-style-type: none">Options in the mode of physical responseOptions in the means of navigationOptions for accessing tools and assistive technologies	<p>7. Provide options for recruiting interest</p> <ul style="list-style-type: none">Options that increase individual choice and autonomyOptions that enhance relevance, value, and authenticityOptions that reduce threats and distractions
<p>2. Provide options for language and symbols</p> <ul style="list-style-type: none">Options that define vocabulary and symbolsOptions that clarify syntax and structureOptions for decoding text or mathematical notationOptions that promote cross-linguistic understandingOptions that illustrate key concepts non-linguistically	<p>5. Provide options for expressive skills and fluency</p> <ul style="list-style-type: none">Options in the media for communicationOptions in the tools for composition and problem solvingOptions in the scaffolds for practice and performance	<p>8. Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none">Options that heighten salience of goals and objectivesOptions that vary levels of challenge and supportOptions that foster collaboration and communicationOptions that increase mastery-oriented feedback
<p>3. Provide options for comprehension</p> <ul style="list-style-type: none">Options that provide or activate background knowledgeOptions that highlight critical features, big ideas, and relationshipsOptions that guide information processingOptions that support memory and transfer	<p>6. Provide options for executive functions</p> <ul style="list-style-type: none">Options that guide effective goal-settingOptions that support planning and strategy developmentOptions that facilitate managing information and resourcesOptions that enhance capacity for monitoring progress	<p>9. Provide options for self-regulation</p> <ul style="list-style-type: none">Options that guide personal goal-setting and expectationsOptions that scaffold coping skills and strategiesOptions that develop self-assessment and reflection



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APA Citation: CAST (2008). Universal design for learning guidelines version 1.0. Wakefield, MA: Author.

Technology Directors should definitely check out...

We want technology directors to know that **“digital” does not mean accessible**. Publishers and vendors are presenting information that is digitally available for students but not necessarily ACCESSIBLE for all learners. For example, there are resources embedded in formats that are not modifiable for students who may be visually impaired or have learning disabilities. This could mean that part of a story that they need to read (or need read aloud by the computer) or information that they need to gather from a text book is inaccessible and accommodations are much more difficult to provide to the student for them to access the curriculum. This is a part of Universal Design for Learning (UDL) for all learners.

YOU are the gatekeepers of district technology dollars and therefore it would be beneficial to have district or state ESE technology specialists included and represented on your district/regional technology teams to ensure decision are made to benefit all learners. Your Florida Diagnostic and Learning Resources/Florida Inclusion Network (FDLRS/FIN) technology specialists are great resources for you to collaborate with in this endeavor.

A great link is...

<http://www.cast.org/> and www.fdlrs.org

“Just ONE Thing for Special Education Coordinators”

Special Education Coordinators should definitely check out Personalized Professional Learning through Ed Camps, Twitter Chats, and TedX to empower special education teachers. This will provide opportunities to curate, reflect, and contribute for the development of K-12 teacher who serve special populations.

A way to curate ESE resources to share is to facilitate an Ed Camp event for ESE teachers. In this venue teachers can collect resources and ideas to build knowledge in best practices for inclusion.



Photo Cred: @goffp4

ESE teachers can reflect through the use of moderated Twitter Chats (#inclusionaccomplished) or online journals. Reflection is an important piece of the puzzle.

Special Education Coordinators can build a community of teachers who contribute through creation of TedX-like videos.

A great link is Kristen Swanson’s blog, www.kristenswanson.org for more information about how to use these cool social media tools for professional development.

Best of Luck!

Isa Carter, @isagcarter, Alachua County
Barbara Eubanks, @barbaraeubanks4, Beacon Educator
Dr. Patti Goff, @goffp4, Manatee County
Dawn Howard, Manatee County
Danielle Vogel, @cybersavvygirl, Indian River County

“Just ONE Thing for Instructional Coaches”



Instructional Coaches should definitely check out...a collaborative space (examples below) to increase participant engagement and facilitate a more organic learning experience. Initiating a free-flowing open conversation about the desired topic(s) creates buy-in.

This type of professional learning empowers teachers to find their own voice and helps to bring ownership to the classroom. When facilitating professional development, coaches would still have objectives for learning but the pathway to meeting those objectives will develop through participant voices. Having a menu of options for teachers will create buy in and increase personalized learning. These menu options may then be explored during professional learning communities, etc. at a school or district level. Building professional learning communities is essential for collaboration and helps build teacher leadership capacity at the school.

A great link is...(depending on what collaborative space is available in your district)

- Google Documents: <https://www.google.com/docs/about/>
- Share Point: <https://products.office.com/en-us/sharepoint/collaboration>
- One Drive: <https://onedrive.live.com/about/en-us/>
- WikiSpace: <https://www.wikispaces.com/>

“Just ONE Thing for Literacy Coaches”



Literacy Coaches should definitely check out EDpuzzle. It's a great way to introduce complex text through video and using video to cite evidence while also being a good way to front load information and build background knowledge. EdPuzzle can be used as a formative assessment tool and an alternative to direct instruction to differentiate and scaffold instruction. Edpuzzle allows teachers to break down information you need to guide students for self directed learning and chunking. The ability to insert questions and response options make it an excellent resource to create a flipped classroom environment. It can also be used as a resource to create subplans and collaborate with other educators by sharing content. There is a built in assessment tool for tracking students learning and engagement.

A great link is...www.edpuzzle.com
Pinellas, Orange, Marion, and UOPX

“Just ONE Thing for Math Coaches”

Student Voice

Math Coach should definitely check out utilizing *Student Voice* to guide instruction.

As a math teacher or instructional coach, have you ever wondered “What were they thinking?” as you reviewed the students’ responses on an assessment. So why not ask them!

A way to do this would be have students provide the teacher with feedback about the questions posed on an introductory assessment. The teacher could structure the assessment in a way that the problems are written on the left side of the test and then on the right side, there is room for the student to provide the teacher with feedback about their comfort level with each item. For example, a student’s response could be something such as “This was easy for me” or it could be something such as “I really need more help with this kind of equation.” Another response could be, “I have no idea how to do this.” This type of feedback could really guide a teacher’s instruction, focusing on meeting the academic needs of their students. This assessment and instructional practice can really foster a positive learning environment with both the teacher and the students by providing a safe and low risk opportunity for all to learn. If a group of teachers performed this practice, they could analyze student feedback both as a grade level team and across subjects. Finally, teachers could support each other with this practice by sharing target areas of focus.

Kristin ~

Our group realized that this particular activity that you did with us is exactly what we have proposed. Essentially, you are asking us for feedback on how to provide better “instruction” with professional learning.

Dawn Wilson
Michele Stewart
Shane Syfrett
Jo Marie Olk
Janice Franceschi
Karen Hanson

“Just ONE Thing for Technology Coaches”

Technology Coaches should definitely check out...

A great link

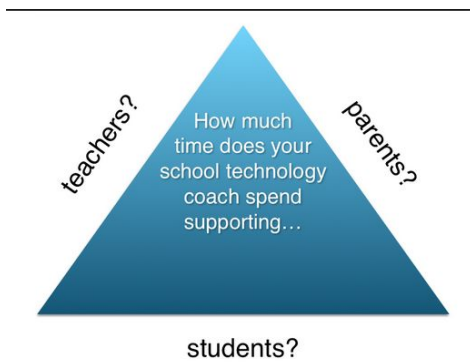
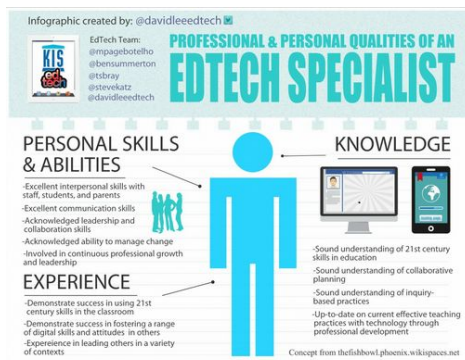
is...<http://www.edutopia.org/blog/advice-to-new-technology-coaches-mary-beth-hertz>

The most important things to remember for technology coaches are:

Define the role.

Focus on the learning--not just the tools.

Be a good listener.



On Twitter:

@debraestes

“Just ONE Thing for Language Arts Educators”



Language Arts Educators should definitely check out TedX as a classroom instructional tool. Students could develop a TedX event at their school or in their district that would allow for real world application of Florida ELA Standards (example shown below). Students could use this activity to make cross-curricular connections. Activity will be student-lead with opportunities to have an impact on the larger school population. Multiple standards will be addressed as students look at perspectives, reasoning, speaking, listening and writing.

A great link is...<https://www.ted.com/participate/organize-a-local-tedx-event>. Or <http://ed.ted.com/clubs> to check out having a Ted Ed club in your classroom.

“You are a GENIUS and the world needs your contribution!”

LAFS.1112.SL.2.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Lauren Abell, Jan Oberschlake, Robin Fry, Sallie Jenkins, Amy Cockcroft, Chris Pryor.

“Just ONE Thing for Math Educators”

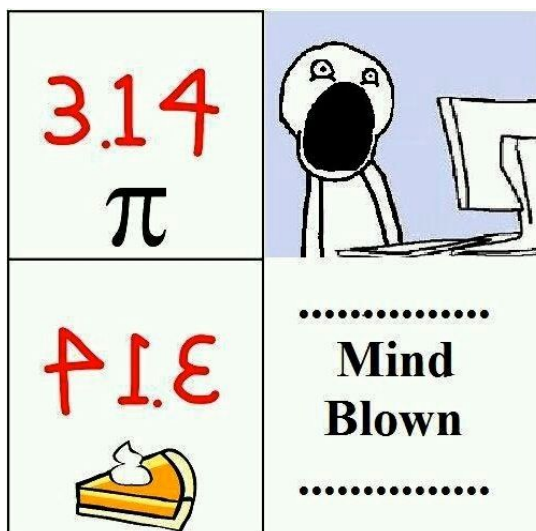
Math Educators should definitely check out Google Forms.

A great link is...

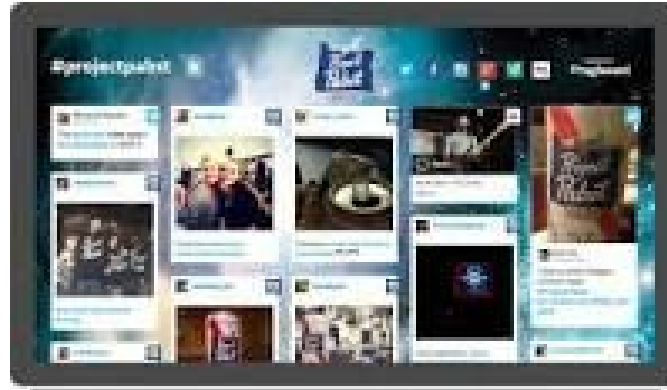
www.bit.ly/FASD-Bress (created by Chris Bress)

www.google.com/forms

Google forms are an effective way to have students be engaged, as well as incorporating another form of formative assessment in your math class. Google enhances student participation in your math class, especially if responses are set to be anonymous. Less pressure equals increased participation. As a math teacher, you create your own forms and this also helps you document your lesson plans & build their teacher toolbox for future activities. You can also use this as a survey method to gauge classroom climate. Students also learn new way to display their data. By utilizing this strategy, we play into the 21st century skills of our digital learners, thus increasing buy-in from our students.



“Just ONE Thing for Social Studies Educators”



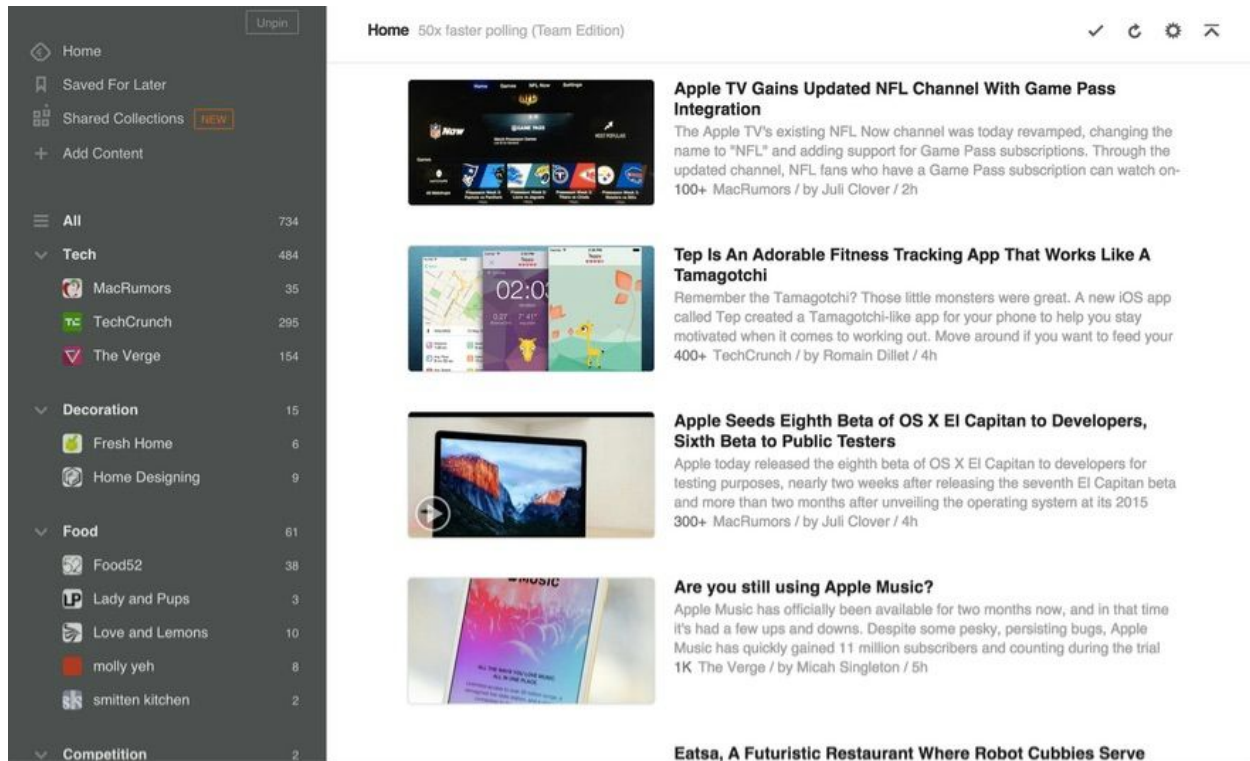
Social Studies Educators should definitely check out... tools that save time, engage students and integrate content. You are more than just a Social Studies educator. You are possibly a parent, sibling, etc. so your time is very valuable. These are some ideas to pave the way for professional development in your school.

A great link is... tagboard.com This allows you to tag pictures and articles across multiple social media sites. This website is a wonderful tool for incorporating reading in the content area. By linking articles they are exposed to various text structures and features. It allows to connect historical events, current events and pop culture. It is integrated, interactive and relevant.

@sandra_chambers
@shawnharrold1
clyattr@nefec.org

#Tagboard

“Just ONE Thing for Science Educators”



Science Educators should definitely check out...

A great link is...

Feedly - <https://feedly.com/i/welcome> - An instant way for teachers to find current scientific resources. The site filters the information from multiple sources based on topic offering a quick snapshot of current scientific research. Not only focused on content this allows teachers to use literacy strategies and focus on the nature of science.

- Christie Ray @taketybytes
- Buffy Williams @buffywilliams7
- Kwani Woods @kwani_woods
- Emily Weiskopf @emily_weiskopf
- Glenna Wyatt @glennawyatt17

“Just ONE Thing for Music Educators”



Music Educators should definitely check out...

- Edcamps taking place in your area
- Resources such as Youtube, Twitter and blogs to find out what other educators are doing

A great link is...

#musiceducation (Twitter)

<http://bit.ly/FASD-Bress>

https://docs.google.com/a/fdlrsaction.org/forms/d/1ulheWU0pGECze_fsOrtCxL6KUJbW5a5G-K_9kGH9xmc/viewform (Bress' site about using Google forms in music assessment)

Have a great time learning!
From Table 17

“Just ONE Thing for Special Education Educators”



Special Education Educators should definitely check out...

Try an EdCamp for your colleagues in your school to have conversations about Special Education needs.

Amazon Echo (about \$150, try Donor's Choose)- A cloud based voice service; the user asks a question and Echo will answer it. this could be used to provide information, answer questions, play music, read the news, check sports scores or the weather, and more instantly. All you have to do is ask. In the classroom, you can set alarms or timers for tasks, get real-time information to supplemental information, remind the class of assignment due times, and play music automatically,

There are multiple discretionary projects and resources for all teachers through the Florida Department of Education. See link below.

If you are interested in using Twitter for professional development, there is a Twitter chat for differentiated instruction (#DI4ALL) on the first and third Mondays of the month (5:00, 6:00, 7:00, 8:00).

A great link is...

Discretionary projects resources to support all learners, for all teachers:

<http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>

EdCamp: <http://www.edcamp.org/>

“Just ONE Thing for Elementary Educators”



Elementary Educators should definitely check out...Using technology to engage parents. Far too often parents are disconnected with what their students are learning on a day to day basis. Technologies exist that are bridging that gap by bringing the classroom out of the school building and into the world of social media, blogging, unit video previews. These tools can be used to inform parents of class activities, strategies to support classroom learning, and the scope and sequence of standards.

One specific example of these connections that was shared out during the FASD EdCamp is Kidsblog.org. When working with chapters books, this blog was used to bring parents into the conversation about each chapter by encouraging them to read with their students, posting questions and responses and interesting ideas to share out. Students were able to post as well and became the creators of content rather than passive users of knowledge. Parents and students both felt empowered by their involvement with this project and reported positive feedback about the experience.

A great link is...Kidsblog.org

John Pagnotti
Casey Busha
Linda Maxwell
Angela Stein
Jayne Chapuis

“Just ONE Thing for Library Media Specialists”



Library Media Specialists should definitely check out Edpuzzle. Edpuzzle is a site that allows users to select a video and customize it by editing, cropping, recording audio, and adding questions to make an engaging presentation or lesson. More and more teachers are using video in the classroom for flipped or blended instruction. The Edpuzzle site allows teachers to use videos as an additional tool for instruction to help students go much deeper and challenge them to achieve more in-depth reasoning with more inquiry-based questions.

A great link is...
Edpuzzle
www.edpuzzle.com

[School Library Journal](#) -
http://www.slj.com/2015/02/technology/flipped-blended-or-stirred-using-video-to-enhance-learning-in-the-classroom-tech-tidbits/#_

Edpuzzle Blog
<http://blog.edpuzzle.com/post/120953293246/how-to-make-e-learning-easier-using-edpuzzle#.VgqsV1UViko>

Amanda Parks (@parksamanda2011)
Ashley Lundy (@LundyAshley)

“Just ONE Thing for Instructional Assistants”

Carolyn Pilcher
Kay Brewton
Kathy Nobles

Instructional Assistants should definitely check out...

- Breakdown of % for ELA elementary grades
 - which area should have the greatest emphasis
 - how to gain buy-in from teachers/district
 - cold reads--rebrand
- Planning effective professional development
 - Introduction to High Quality Professional Learning Indicator Checklist
 - USF is requesting feedback
 - Standards are the focus

A great link is...

<http://floridarti.usf.edu/resources/presentations>

“Just ONE Thing for Board Members”



Board Members

The most important thing for teachers may not be resources and “stuff”, but time. Our superintendent states that we are “Better together”. By providing teachers the opportunity to collaborate freely with a focus on their own needs to better themselves as teachers and not limit them to scripted professional development based dialogue, the edcamp model of unscripted professional development provides an organic learning environment that is teacher driven. The growth of a teacher is as important as the growth of students. In the professional of education, it is critical for teachers to see the value in professional growth. As important stakeholders, the board can provide support by promoting this model of professional development that can be instrumental to sustain quality educators.

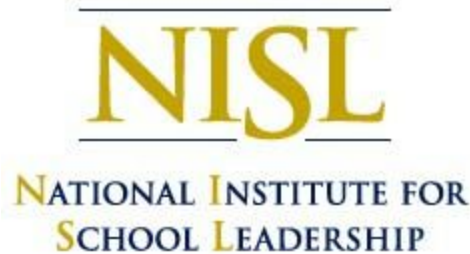
Check out these links...

[EdCamp 101](#)



Brenda Berube, Brad Kibbe, Dorianne Pagnotti, Stacey Politano

“Just ONE Thing for Assistant Superintendents”



Assistant Superintendents should definitely check out...

A great link is...www.NISL.net

NISL is the National Institute for School Leadership. During the Action Lab, we discovered that there are far more coaching opportunities for teachers as opposed to school based administrators. Many of the districts represented in the lab could identify numerous coaching/support opportunities for teachers, but not for school based administrators. NISL offers an executive development program that is proven to strengthen the instructional leadership of aspiring and current leaders, and raise student achievement across districts and states. Their approach is on developing strategic thinkers and instructional leaders. The curriculum and course content focuses on connecting research-based practices to real school challenges. The program promotes strengthening instructional leadership at every stage. Coaching is provided in the form of intensive school-based support.

Dr. Poinsetta Tillman
Christina Williamson
George Kelly
George Duckstein
Marie Dasher

“Just ONE Thing for Superintendents”

Superintendents should definitely check out...the variety of technology tools shared. It would be important to incorporate these tools in professional development offerings to model for teachers. Additionally the information on the importance of participant engagement was phenomenal.

A great link is...edcamps.org