

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

NSDC Standard	Desired Outcomes	FOR-PD
Content Standards		
<p>Learning Communities: Improves the learning of all students and organizes adults into learning-communities whose goals are aligned with those of the school and district.</p>	<ul style="list-style-type: none"> • Prepares facilitators and participants to be skillful members of learning teams. • Maintain and support learning teams. • Facilitators and participants interact with others as member of a learning team. • Support learning team use of technology. 	<ul style="list-style-type: none"> • FOR-PD provides a vehicle for participants and facilitators to discuss, reflect, share, and build common understandings about reading research and classroom practices. These understandings, reflections, and questions are developed through interactions in an online discussion forum and through chat discussions. • The FOR-PD Project works with facilitators through a Facilitator Specialist who maintains a discussion board, facilitator newsletter, and develops facilitator chats. The focus of these forms of support are to improve the quality of experience in our online environment by looking at ways to increase the sense of community and to support the participant going through this course. • Participants can take the FOR-PD course either through a district session or an open enrollment session. A ratio of 20:1 participants to facilitator is maintained to ensure that a sense of community can be built. We feel this ratio is ideal for building an online community of learners. This allows enough people for discussions without becoming too overwhelming. • Lesson 1 of the FOR-PD course explains in detail, both through words and pictures, the technology that is used in the course. Participants learn how to use the discussion, chat, and quiz tools. Also, as additional layers of support the FOR-PD Project maintains a held-desk that is staffed during the weekdays, weeknights, and weekends. Participants can also reach the help-desk via email and AOL Instant Message.
<p>Leadership: Improves the learning of all students and requires skillful school and district leaders who guide continuous instructional improvement.</p>	<ul style="list-style-type: none"> • Provide professional learning experiences to enable facilitators as instructional leaders. • Develop teachers to serve as instructional leaders. • Participants articulate the intended results of staff development on teacher practice. • Promote the knowledge of high quality 	<ul style="list-style-type: none"> • FOR-PD courses are lead by qualified facilitators who have successfully completed a facilitator course. The primary responsibilities of the facilitators are to develop a sense of community with participants, grade and provide feedback on discussions which participants post in the

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

	<p>professional learning.</p> <ul style="list-style-type: none"> • Advocate for high-quality professional development. • Model results-driven staff development for state, district, and school wide initiatives. 	<p>discussion area in a timely manner, assist with participants issues, and to create a learning environment that encourages collaboration and shared inquiry to sustain the efforts of the participants.</p> <ul style="list-style-type: none"> • Facilitators have the opportunity to engage in additional professional development with the FOR-PD project. Currently, facilitators are focusing on coaching skills that increase success. • Lesson 14: Becoming an Effective Literacy Leader discusses strategies for implementing effective school-wide literacy improvement programs. It contains valuable information about prioritizing literacy and supporting school-wide achievement gains in a school setting. Reflection, action research, and effective professional development are means to bring about changes. Participants compose an action plan, which addresses one change they will make. • FOR-PD monitors participant-learning data to track the impact of professional development. Data is shared with the Department of Education and districts. Suggestions are given to districts, schools, and teachers on how they can accomplish follow-up and classroom implementation.
<p>Resources: Improves the learning of all students and requires resources to support adult learning and collaboration.</p>	<ul style="list-style-type: none"> • Allocate resources to support the identification of school and district wide priority goals. • Allocate resources to create staff development that uses a variety of activities/models. • Participants receive external and internal support related to learning priorities. 	<ul style="list-style-type: none"> • FOR-PD provides for district sessions, which are typically run by district selected facilitators. This allows for emphasis on how the material within the course supports district reading initiatives and courses. • The FOR-PD course contains many different activities which participants complete which are meant to review and extend knowledge of literacy. • The FOR-PD Resources Database is a collection of searchable web sites, which relate to the course. Participants and non-participants have access to this database. • FOR-PD focuses on one reading strategy each month. The information presented includes the

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

		<p>research and rationale behind the strategy, procedures for using the strategy, a downloadable form for teachers to use, and examples from elementary and secondary levels.</p> <ul style="list-style-type: none"> FOR-PD has several newsletters. The District Newsletter goes to district contacts and provides the latest information on the project and registration. The FOR-PD Literacy Newsletter goes out to participants and facilitators and focuses on the literacy aspect of the project. The newsletter contains information on the latest topics in literacy, classroom/teacher resources, and course information. The FFF goes out to facilitators and focuses on the aspects of facilitating an online course.
Process Standards		
<p>Data-Driven: Improves the learning of all students and used disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>	<ul style="list-style-type: none"> Support facilitator and participant analysis of student data to identify learning priorities. Use a variety of student data when making program decisions. Uses disaggregated student data to determine adult learning priorities. Provide opportunities for facilitators and participants to learn how to use data for instructional decision-making. Use student data to monitor and support continuous improvement. Use staff data to design professional development experiences. 	<ul style="list-style-type: none"> Course sections support the idea of continuous assessment of students through the use of screening instruments, diagnostic instruments and progress monitoring instruments. The connection is made in the course that student data should be the basis of instruction. Lesson 13 focuses on assessment of students. In this lesson participants gain knowledge of how to assess students' reading development and how to use assessment data to plan for instruction. Participants also find links to resources for reading assessments, authentic assessments, test preparation, FCAT and DIBELS. FOR-PD continuously evaluates the course by looking at participant data. The following pieces of data are used to analyze the course: participant pre and post test which assess knowledge of literacy, participant literacy logs, Help Desk surveys and focus group transcripts. This data is analyzed and provides continued information for the improvement of the FOR-PD course.
<p>Evaluation: Improves the learning of all students and uses multiple sources of information to guide improvement and demonstrate its impact.</p>	<ul style="list-style-type: none"> Determine the impact of staff development through the use of classroom-data. Determine the impact of staff development 	<ul style="list-style-type: none"> FOR-PD has several evaluations that used to guide its work, to adjust the program, and to improve the effectiveness of the course.

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

	<p>through the use of course data.</p> <ul style="list-style-type: none"> • Evaluate staff development using a variety of data. • Design summative and formative evaluations of course. • Produce evaluations of course appropriate to specific audiences. 	<p>Pre and Post Surveys Literacy Logs Lesson Quizzes Focus Groups Help Desk Survey</p>
<p>Research-Based: Improves the learning of all students and prepares educators to apply research to decision making.</p>	<ul style="list-style-type: none"> • Provide experiences for facilitators and participants to learn to use educational research effectively. • Read and interpret educational research for the purpose of making instructional decisions. • Analyze research for the purpose of selecting staff development approaches. • Provide a clearinghouse of research-based programs and proven best practices to assist in making decisions regarding improvement. 	<ul style="list-style-type: none"> • The FOR-PD project was developed collaboratively with literacy and technology experts, school districts, professional organizations, and teacher educators across the state of Florida. This group did extensive research collection in the fields of literacy and on-line learning. • The course incorporates information on scientifically-based reading research from the National Reading Panel, National Institute of Child Health and Human Development, Florida Center for Reading Research. • The FOR-PD course provides Florida educators with opportunities to enhance their knowledge of research-based reading instruction. The information in the course translates scientifically based research into action, empower teachers to use innovative, creative, and effective strategies to help all children learn proficiently.
<p>Design: Improves the learning of all students and uses learning strategies appropriate to the intended goal.</p>	<ul style="list-style-type: none"> • Model effective staff development design. • Provide long-term, sustained staff development programs. • Prepare facilitators to design effective professional learning experiences. • Support and monitor the design of professional development. • Provide follow-up support. • Participants implement new classroom practice as a result of follow-up and support. • Use technology as a staff development tool. 	<ul style="list-style-type: none"> • The FOR-PD Course was designed with the principles of adult learning in mind. As results from participants are received adjustments in the course are made to help facilitate teacher learning. • FOR-PD is aligned with the SREB Standards for Online Professional Development and with California State University’s Rubric for Online Instruction. Both of these reports can be viewed at http://www.itrc.ucf.edu/forpd/about/. • All facilitators have been trained via a facilitator course, which focuses on facilitation of adult learners and WebCT tools. The FOR-PD project offers facilitators addition professional

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

		<p>development opportunities through book study, chat on facilitation topics, and threaded discussions in a facilitator only board.</p> <ul style="list-style-type: none"> • The Facilitator Specialist monitors facilitators through three course checks. These course checks look at facilitator interaction, participant interaction, and course grading. Facilitators receive feedback on their facilitation skills. • A major product of the FOR-PD course is the literacy log, which is a collection strategies, participants use as tools for note taking while reading the lesson. Participants practice using these strategies and are encouraged to implement them in the classroom and share with colleagues. • Many of the discussions that participants post in the course refer to reading strategies and practices that they are using in their own classrooms. For example, in lesson 2 participants must identify 3 principles of exemplary reading instruction they would like to focus on in their classroom. Through the discussion posting, participants explain how they will accomplish this. • The FOR-PD Project provides many levels of support and follow-up to participants. Participants receive support from their facilitator, project help-desk, project reading specialist, project facilitator specialist, project primary investigator, and the project office. The FOR-PD Project provides monthly reading strategies and a monthly literacy newsletter, which goes to all current and past participants and facilitators. • FOR-PD participant checks occur twice during the duration of the course. Members of the FOR-PD staff contact participants who have not logged in or who have fallen behind to see what support the participant to may need successfully complete the course. The information provided by participants is considered when revisions to content or course are made.
--	--	---

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

<p>Learning: Improves the learning of all students and applies knowledge about human learning and change.</p>	<ul style="list-style-type: none"> • Apply knowledge of the change process when planning and implementing staff development. • Design professional learning to develop participants' depth of understanding of new practices. • Provide a variety of professional development experiences appropriate to career stages. • Use teacher feelings and concerns as one of several factors when designing professional development experiences. 	<ul style="list-style-type: none"> • FOR-PD understands that for change to occur on a continuous basis, adult learners need continued support. Facilitators provide initial support in content learning. FOR-PD provides continued support to districts by providing information in how follow-up and support can occur at the district and school level. (Ex. Walkthrough documentation, information to support small learning communities and additional professional development) • The FOR-PD course incorporates a plethora of strategies that teachers can use with their students. The learning log is a collection of graphic organizers meant to help organize information from the text and reflect on instructional practice. All lessons contain reading and learning strategies that teachers are encouraged to use with their students. Participants are also given the research base behind the strategies as well as examples. Additional information is given on most of the strategies via web-links, which participants can explore. • All participants are surveyed to find out how the course can be improved. These results are then used to improve the content and services provided by FOR-PD.
<p>Collaboration: Improves the learning of all students and provides educators with the knowledge and skills to collaborate.</p>	<ul style="list-style-type: none"> • Support a culture that is characterized by collegiality. • Builds a culture that is characterized by collective responsibility for student learning. • Provide experiences for facilitators and participants to work successfully with colleagues. • Support professional learning about collaboration. • Provide technology to support collegial interaction. 	<ul style="list-style-type: none"> • Collaboration is essential to the successful online experience of our participants. Each facilitator supports collaboration through developing a sense of community. • FOR-PD offers many ways of interacting and collaborating between and among participants and facilitators. The discussion board is the location within the course where a great deal of sharing, question asking and answering, and reflection takes place. To ensure interaction, there are required postings throughout the course. There are also collaborative assignments designed to build community among learners. In an effort to facilitate dialogue between participants, there is a

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

		<p>“chat” forum, where individuals can give and take in real-time and have meaningful discussions about the lessons with immediate interactive responses. The chat room experience is comparable to having a face-to-face discussion in a traditional staff development session. Facilitators participate on the discussion board and in the chat rooms. They are also available on an e-mail system that students use to communicate; responses are typically given within twenty-four hours.</p>
Content Standards		
<p>Equity: Improves the learning of all students and prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and holds high expectations for their academic achievement.</p>	<ul style="list-style-type: none"> • Analyzes the impact of attitude, culture, background, and social class on the teaching process. • Helps teachers establish high expectations for each student. • Helps teachers establish a learning environment that is emotionally and physically safe. • Develop skills and knowledge related to educational equity. • Provides a clearinghouse of best practice options to address educational equity. 	<ul style="list-style-type: none"> • The state of Florida approved the development of a Reading Endorsement program for educators. This was prompted based on the numbers of teachers teaching reading courses without a certification in Reading and federal legislation. The purpose of the reading endorsement program is to increase instructional capacity for high quality reading instruction. The state developed six competencies which teachers must demonstrate knowledge of through professional development and implementation. The FOR-PD Course addresses Competency 2: Foundations of Research-Based Practices. • What does truly exemplary reading instruction look like? Lesson 2 answers that question by providing participants with a review of the research into exemplary reading instruction and helping you translate research-based principles into sound classroom practice. Participants learn more about key state and national reading initiatives and how they impact their life as an educator. In the classroom applications section, participants find resources that will help you organize a balanced literacy program. • Part of developing an environment conducive to literacy learning is developing a print rich and emotionally safe environment for students. Lesson 4 provides participants the research

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

		<p>behind providing this type of environment and the strategies for achieving this environment. Teachers are provided informal ways that they too can access their classroom environment.</p> <ul style="list-style-type: none"> • Because of the state in which we live, it is vitally important that teachers understand how to develop strategies to teach and reach ESOL students. Lesson 11 addresses the challenges brought about in the classroom by ESOL learners. Lesson 14 also includes a discussion of general and specific guidelines for teaching students of diverse cultural and linguistic backgrounds. Participants are also give strategies and resources to help enhance the literacy learning of ESOL students. • Lesson 12 focuses on research and strategies that support literacy learning for struggling readers. Participants are introduced to strategies that support the development of decoding, vocabulary, and comprehension. • The FOR-PD course is filled with information on best practices in literacy instruction. All of the web-links contained in the course are also maintained on the FOR-PD Resources database. Anyone can access the FOR-PD Resources database by going to the following site: http://www.itrc.ucf.edu/forpd/resources/.
<p>Quality Teaching: Improves the learning of all students and deepens educator’s content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.</p>	<ul style="list-style-type: none"> • Ensure that all teachers have deep content knowledge and use research-based instructional strategies in order to effectively teach all students. • Emphasizes the use of a variety of classroom assessments to monitor student progress toward meeting standards. • Develop skills to promote continuous improvement of quality teaching. 	<ul style="list-style-type: none"> • The FOR-PD course is part of a large effort in the state of Florida requiring teachers of reading to become highly qualified through either certification or endorsement. As part of that program all teachers must go through a demonstration of practice. Through this demonstration of practice teachers must demonstrate knowledge, application, and evaluation of how to effectively teach literacy to all students. Within the FOR-PD course participants discuss classroom applications of course material, which demonstrates

National Staff Development Council (NSDC) Standards & FOR-PD Correlation

		<p>understanding of the theory behind and how to apply it in the classroom.</p> <ul style="list-style-type: none"> • Ongoing assessment serves a variety of important purposes and is critical to any reading program. In lesson 13, participants gain knowledge of how to assess students' reading development and how to use assessment data to plan for instruction. Participants will also find links to resources for reading assessment, authentic assessment, test preparation, the FCAT and DIBELS. As part of this lesson, participants develop a rubric which will be used to assess student literacy or product.
<p>Family Involvement: Improves the learning of all students and provides educators with knowledge and skills to involve families and other stakeholders appropriately.</p>	<ul style="list-style-type: none"> • Develop knowledge and skills about family involvement. • Support the use of technology to increase family involvement. 	<ul style="list-style-type: none"> • Participants are encouraged to reach out to parents and the community for assistance in helping all students attain reading achievement. • Resources on parent and community involvement are provided in our searchable Resource Database (http://www.itrc.ucf.edu/forpd/resources/) • Parent link to resources on homepage (http://www.itrc.ucf.edu)