



BRIDGING

EDUCATOR KNOWLEDGE



STUDENT ACHIEVEMENT

ANNUAL REPORT
2010-2011



SCHULTZ CENTER

FOR TEACHING & LEADERSHIP



Building Success for Students and Educators in Northeast Florida

Education with Community and Outreach Impact

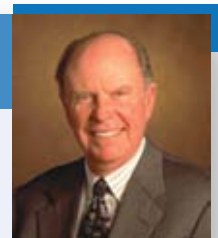
2010-2011 Schultz Center professional development:

- More than 20,000 participants
- Excess of 400,000 hours of training
- Countless possibilities

At the Schultz Center, we're committed to providing educators with professional development designed to improve learning and performance. By teaching best practices and adult learning theory, we're empowering teachers and administrators with the skills to motivate their students, ultimately preparing them to enter the workforce or college with success.

Driven to take education higher

Founded in 2002, as a joint vision of Fred Schultz and educational and community leaders, the Schultz Center is a spacious, state-of-the-art facility outfitted with equipment and technology to provide high quality professional development to teachers and educational leaders. The Schultz Center provides services to Baker, Clay, Duval, Nassau, and St. Johns County school districts. The center has expanded the leadership program to offer training statewide. Not limited to just its facility, the Schultz Center offers two-way video conferencing and e-learning to meet the professional development needs of the districts served.





The Schultz Center for Teaching and Leadership provides quality learning opportunities

for teachers, assistant principals and principals in Duval County and throughout Florida. We continue to expand our knowledge of best practices, applying this new learning to our many courses. Our ability to customize opportunities based on specific client need sets us apart from others, and will ultimately result in greater student achievement through highly effective teachers and school leaders.

While the Duval County Public School system remains the primary client for the Schultz Center, we also support the surrounding counties of St. Johns, Clay, Nassau and Baker, as their needs arise. Private and charter school educators are also taking advantage of the offerings, and report a high level of satisfaction with their learning.

Looking ahead, we must hold true to our vision and mission of delivering quality professional learning for all educators, while simultaneously making adjustments that accommodate our reduced budget. We have successfully accomplished that this year, as this Annual Report details. The talented Schultz Center Staff and Board of Directors share the knowledge, passion, leadership and commitment to help us continue to achieve this goal while enhancing our presence in the region, state, and nation.

The Schultz Center is expanding our programs to meet the needs of our clients and the requirements of the State. Partners in this work include the Community Foundation, United Way, Jacksonville Public Education Fund, regional universities and colleges, Jacksonville Chamber of Commerce and other associates that are all striving to enhance the educational opportunities for all children. As life long learners, we strive for knowledge and instructional strategies that develop highly effective teachers and leaders, prepared to meet the educational needs of all children in Northeast Florida — a commitment to do whatever it takes that will not rest.



Barbara Langley, Schultz Center President

As we approach our tenth anniversary, the Board and staff of the Schultz Center are keenly aware that the vision of a public/private partnership, serving our northeast Florida schools with high quality teacher and leadership training, is more vital than ever. We take seriously our charge to create solutions in this highly challenging environment.

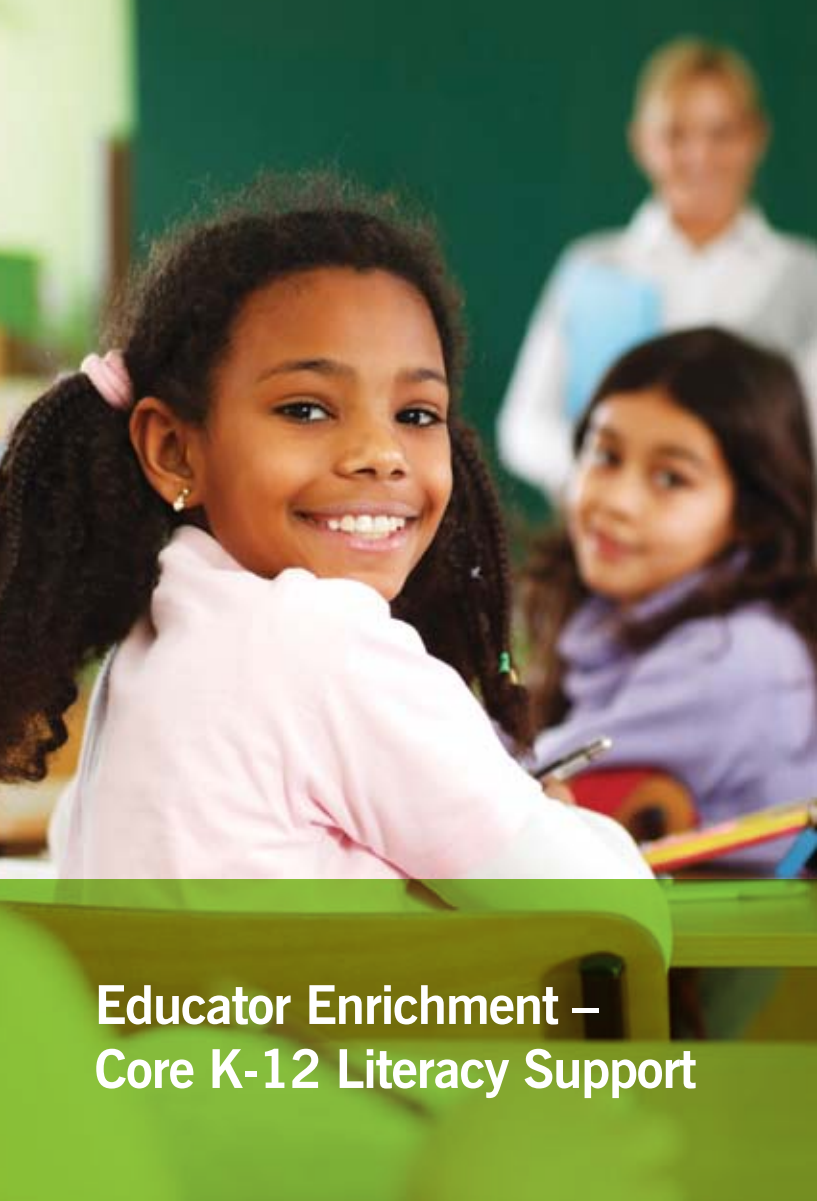
Our past chair, Jim Milligan, guided us through the rough patch of a down economy and significant state budget cuts to our public schools. Our CEO, Barbara Langley, and the small but talented Schultz staff have still managed to grow our Principal Leadership Academy and help support a new teacher evaluation system over the summer. Schultz was able to train all 165 Duval principals and their assistant principals, plus all 8,000 teachers at a considerable cost savings to the district in time for the start of the 2011 school year.



Both of these initiatives are evidence of what Schultz Center can do using an entrepreneurial, problem-solving approach to professional development. We recognize our districts do not have the resources they had just a few years ago to contract with Schultz Center, and that we need to increasingly make our case to private philanthropic interests.

The Schultz Center is a really good deal, bringing high value staff development to respond to the immediate needs of educators and students. We intend to explore research based effective training for new teacher retention and the specific needs of urban students in 2012. We look forward to engaging our community in our work to the benefit of all students of northeast Florida.

Deborah Gianoulis Heald, Schultz Center Board Chair



Educator Enrichment – Core K-12 Literacy Support

Elementary Literacy

Literacy program support is research-based and focuses on best practices in instruction. The Elementary Literacy courses are offered multiple times each semester, and are designed to support the district's adopted curriculum and the Next Generation Sunshine State and Common Core Literacy Standards. The five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) are integrated into each literacy course. The courses are sequential and designed to deepen teachers' expertise and knowledge, and are standards-based.

Foundations of Elementary Literacy

The newly developed Foundations of Literacy has provided participants with knowledge and understanding of the district's expectation for elementary literacy instruction using the Next Generation Sunshine State Standards and the adopted curriculum within the workshop model.

Elementary Reading Academy

Using the Next Generation Reading Standards and the Common Core Standards, participants gain deep knowledge and understanding of the reading process and how to apply it in the classroom to meet the reading needs of students.



Elementary Professional Learning includes the following courses:

- Narrative Writing
- On Demand Writing
- Running Records
- Reading Retelling
- FCAT Strategies
- Writing Across Content Areas
- Differentiated Instruction
- Guided Reading
- Response to Literature
- Rigor/Effective Questioning
- Report Writing
- Narrative, Procedural, Functional Writing

Secondary Literacy

The Secondary Literacy courses are offered each semester to build support and capacity in Secondary English Language Arts classes and across content areas of instruction.

Research-based and focused on best practices in instruction, the courses are sequential and designed to deepen teachers' expertise and knowledge. The courses are standards-based.

Academy of Literacy

The Academy of Literacy (AoL) is designed to deepen understanding of adolescent literacy best practices for middle and high school content area teachers. The Academy strives to foster a collaborative culture where teachers engage in authentic activities, make informed choices, and reflect on their learning – both individually and as a member of a community of learners. The Academy builds capacity among content area teachers through collegial dialogue and inquiry.



Secondary Professional Learning includes the following courses:

- Differentiated Instruction
- Writing Across Content Areas
- Rigor and Questioning in the ELA Classroom
- Readers/Writers Workshop
- CRISS
- Academy of Literacy
- Foundations of Secondary Literacy

K-12 Reading Endorsement

The K-12 Reading Endorsement is a Florida Department of Education requirement for teachers who teach reading in grades 6-12.

The six reading endorsement competencies are offered each semester as face-to-face courses. Competencies 1-5 are also offered online.

The courses are designed to improve teacher knowledge and practice in the teaching of reading to struggling readers.

REESOL is an alternate path to acquire the K-12 Reading Endorsement for teachers who hold the ESOL Endorsement or ESOL Certification.

It is offered as a face-to-face course.

CARPD is a course required for DCPS social studies teachers designated as the intervention reading teacher for Level 2 (FCAT) fluent readers.





Educator Enrichment – Core K-12 Math and Science Support

Mathematics

Mathematics professional development was created to support the National Council of Teachers of Mathematics and National Staff Development/Learning Forward standards and James Stigler Lesson Study model. Mathematics professional learning fosters a collaborative culture that increases teacher knowledge, enhances instructional practice, and improves students' knowledge through inquiry based analysis of classroom instruction. Mathematics professional learning gives teachers the opportunity to gain “best practice” knowledge through authentic learning communities, and ownership of their own continuing education.

Academy of Mathematics

Academy of Mathematics is designed to scaffold a powerful school-based mathematics professional development model to build school and district training capacity. AoM is designed for mathematics teacher leaders (primary and intermediate), school-based mathematics coaches, school instructional coaches, and school administrators. Video-streaming of live classroom lessons provides opportunity for interactive learning from participants.

Elementary Mathematics includes the following courses:

- Foundations of Mathematics/101
- Math Content Courses
 - Algebra Through the Grades
 - Geometry Through the Grades
 - Looking for Number Sense
- FCAT Topics, Grades 3-5

Secondary Mathematics includes the following courses:

- Foundations of Secondary Mathematics/101, Grades 6-8
- Foundations of Secondary Mathematics – Algebra/101
- Foundations of Secondary Mathematics – Algebra 1 and 2
- FCAT Topics in the Middle School
- Foundations in Secondary Mathematics, Middle and High School Connections
- Middle School PLC Plus, Math
- High School PLC Plus, Algebra

Science

Science Professional Development was created to support the Sunshine State Standards for Science and National Staff Development Council principles and standards. Science courses were developed to broaden and expand teachers' knowledge of content and best teaching practices in science. District initiatives such as Understanding by Design and the 5 E's instructional model are supported by science professional development. The 5 E's include: engage, explore, explain, elaborate, and evaluate, and was developed by the Biological Sciences Curriculum Study.

**ENGAGE, EXPLORE,
EXPLAIN,
ELABORATE & EVALUATE**

Academy of Science

The Academy of Science (AoS) was designed to enhance deeper understanding of inquiry-based science within the school community. AoS fosters a collaborative culture that increases teacher knowledge, enhances instructional practice, and improves student learning through analysis of classroom instruction. AoS provides support and direction for classroom teachers, district coaches, and school-based instructional coaches. An electronic repository of artifacts has been created to provide instructional support to participants.

Elementary Science

- Elementary Science Inquiry, Grades K-2
- Elementary Science Inquiry, Grades 3-5
- Next Generation Sunshine State Standards (NGSSS) Science, Grade 5 Physical Science
- Next Generation Sunshine State Standards (NGSSS) Science, Grade 5 Earth Science
- Next Generation Sunshine State Standards (NGSSS) Science, Grade 5 Life Science
- Academy of Science, Year 1, Year 2, Year 3

Secondary Science

- Next Generation Sunshine State Standards (NGSSS) Science, Grades 6-8 Earth Science
- Next Generation Sunshine State Standards (NGSSS) Science, Grades 6-8 Life Science
- Next Generation Sunshine State Standards (NGSSS) Science, Grades 6-8 Physical Science
- Next Generation Sunshine State Standards (NGSSS) Science, Grade 8





Professional Learning – School Focused and Job-Embedded

Lesson Study/Professional Learning Communities

This model of professional development is results driven, school focused, job-embedded, content rich, and standards-based. Schultz coaches facilitate the Lesson Study process through a face-to-face delivery model and school-based support. Instructional focus is determined by data analysis and school need. Coaches facilitate lesson study including examining student work, collaborative lesson planning and revision, model teaching, coaching, and feedback. Teachers use the resulting information to improve their instruction – not just one lesson, but instruction across content areas. The model is designed to build school capacity for continuation of lesson study.

**RESULTS DRIVEN,
SCHOOL FOCUSED,
JOB-EMBEDDED,
CONTENT RICH &
STANDARDS-BASED**

High School PLC/Plus

This professional development is designed to meet the specific needs of Algebra I and English I teachers. The focus is on improving teacher content knowledge, instructional delivery skills, use of balanced assessment, progress monitoring, and the implementation of lesson study. Professional development is provided through the framework of Professional Learning Communities and Assessment for Learning. Participants focus in the creation of effective PLCs, unit categorization, development of effective assessment systems, student/teacher reflection, progress monitoring, and lesson study.

Elementary School Collaborative Learning Communities (CLCs)

CLC is an eight-week, school-based course of study facilitated by Duval-deployed Schultz Center district coaches. Cycle studies are framed around a particular need the school identifies through disaggregation of student achievement data. The focus of the CLC is on lesson development, with the goal of improving instructional practice and student learning.

Lesson Study provides a process for groups of teachers and school coaches to work together in school-based professional learning communities to not only improve lessons, but to deepen their own understanding of student needs and their understanding of teaching. Through Lesson Study, teachers deepen their knowledge of content, pedagogy, and students' thinking, and increase collaboration with their colleagues.

Middle School PLCs/Lesson Study

These services are designed to meet the specific needs of grades 6-8 math and language arts teachers. The focus is on improving teacher content knowledge, instructional delivery skills, use of balanced assessment and progress monitoring, and the implementation of lesson study. Professional development is provided through the framework of Professional Learning Communities and Assessment for Learning.

Participants focus on the creation of effective PLCs, unit categorization, development of effective assessment systems, student/teacher reflection, progress monitoring, and lesson study.

Fostering Success Through Developmental Focus

- Lesson study
- Examining student work
- Collaborative lesson planning
- Model teaching
- Coaching
- Feedback
- Content knowledge
- Delivery skills
- Progress monitoring





Professional Learning – Through Technology

Schultz Center 21st Century Learning Institute

Services include online courses and custom-designed technology training to increase teachers' and administrators' understanding of national, state and district technology standards, and how to integrate technology and instructional practice. All instructional technology training focuses on meeting the needs of the 21st century learner.

Technology Supported Learning includes the following online courses:

Elementary Literacy

- Read Alouds/Shared Reading

Secondary Literacy

- Differentiated Instruction

Elementary Math

- Components of an Effective Math Classroom
- Embedding Standards and Effective Questioning

Secondary Math

- An Effective Math Classroom
- CPM Module 1
- CPM Module 2

Teacher Induction Program (TIP)

- Diversity
- Rituals & Routines
- Effective Communication & Conf.
- Instructional Strategies
- Elementary Lesson Planning
- Secondary Lesson Planning
- Co-teaching

Social Studies

- Holocaust Studies
- African American Studies

Online Courses (continued)

Art

- Art Connections at the Cummer

Technology

- Digital Writing (Word 2003)
- Digital Story Telling (PowerPoint 2003)
- Bells and Whistles
- Spreadsheets Count (Excel 2003)
- Podcasting in Education - Introductory Course
- Podcasting in Education - Intermediate Course

ESOL

- Cross Cultural Communications
- ELL Testing and Evaluation
- Applied Linguistics
- Methods of Teaching ESOL
- ESOL Materials and Curriculum Development
- ESOL Test Prep
- ESOL for School Administrators and Guidance Counselors (Santillana)
- ESOL for Administrators (Schultz version)
- New 18 Hr. ESOL Online Course

Reading Competencies

- Reading Comp 1
- Reading Comp 2 Hybrid
- Reading Comp 2 Online (derivative of old FOR-PD)
- Reading Comp 3
- Reading Comp 4/5

Professional Learning

- Online Course Review Training

Online Courses (continued)

Gifted Certification

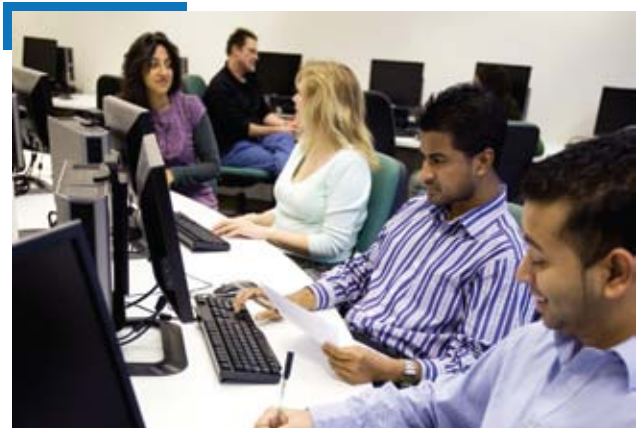
- Nature and Needs of the Gifted
- Theory and Development of Creativity
- Curriculum Development for the Gifted
- Education of Special Populations of Gifted Students
- Guidance and Counseling for the Gifted

Riverdeep

The Riverdeep Learning Village is an online instructional organizer which allows teachers the ability to create and/or access instructional materials, learning schedules, lesson plans, resources, and assessments that correlate to state and district standards. It provides “just in time” professional development and collaboration tools such as threaded discussion and lesson sharing.

Destination Success

Destination Success is a standards-aligned online curriculum supplement with standards-based assessments and interactive lessons for students. Professional Development has been differentiated to include a beginning course for whole group presentations and using Destination Success to remediate Tier II students. A Summer Technology program was implemented for Duval County students and more than 5,000 students participated in the program.





Schultz Center Leadership Institute – Learning for School Leaders

Leadership Institute

Principals, assistant principals, aspiring principals, and school leadership teams acquire knowledge, skills, and understanding to lead improvement in curriculum, instruction, and student achievement.

Aspiring Leader Academy

The Aspiring Leader Academy serves participants in the northeast Florida region and is delivered as a one-year leadership development program designed to recruit, train, support, and retain high quality leaders who will be able to serve as instructional leaders, increase student achievement, and close the achievement gap. This academy is also a state approved academy and offers Level I Educational Leadership Certification to successful program completers.

- Thirty-two (32) teachers enrolled in the Aspiring Leader Academy. Eight (8) from middle, four (4) from high school and twelve (12) others
- Nine (9) participants in the 2008-09 academy were given assistant principalships in the 2009-10 school year and eight (8) participants in the 2010-2011 academy were given assistant principalships

Assistant Principal Academy

This academy serves participants in the northeast Florida region and is a state approved academy that provides professional learning to participants who are either new to their administrative position or were selected by their district executive leadership staff to participate. These participants will receive Florida Level II Principal Certification upon successful completion of all academy requirements.

- Sixty-three (63) Duval County assistant principals were enrolled in this academy. This group was comprised of 37 new APs and 26 experienced APs.
- All assistant principals completed an Action Research project at their school. This project is centered on improving academic achievement in a specific content area and is presented to their peers via technology tools.
- Seven (7) participants in the 2008-09 academy were given principalships in the 2009-10 school year and nine (9) participants in the 2009-10 academy were given principalships in the 2010-11 school year
- Assistant principal self-reflections indicate a high level of satisfaction with this program.

Principal Academy

The Academy serves participants in the northeast Florida region and is delivered as a three-year program in yearly sessions. This Academy provides current principals with in-depth knowledge of content in the areas of school leadership and the Florida Principal Leadership Standards for the purpose of leading continuous school improvement. This Academy is also state approved. Participants receive Level II Principal Certification upon successful completion of all Year 1 Academy requirements.

- Seventy-three (73) Duval County principals and three (3) Nassau county principals were enrolled in

Principal Academies:

Year 1=29

Year 2=25

Year 3=19

- Level II School Principal Certification has been granted to all eligible principals who have successfully completed an Action Research project at their school. For principals in Years 2 and 3, this project was a school-wide endeavor with a focus on improving academic achievement in a specific content area.
- Principal self-reflections indicate a high level of satisfaction with this program and high degree of implementation of course content.
- Seventeen (17) Year 3 academy participants traveled to Gwinnett County, GA to visit another successful large urban district.

School Team Leadership Academy

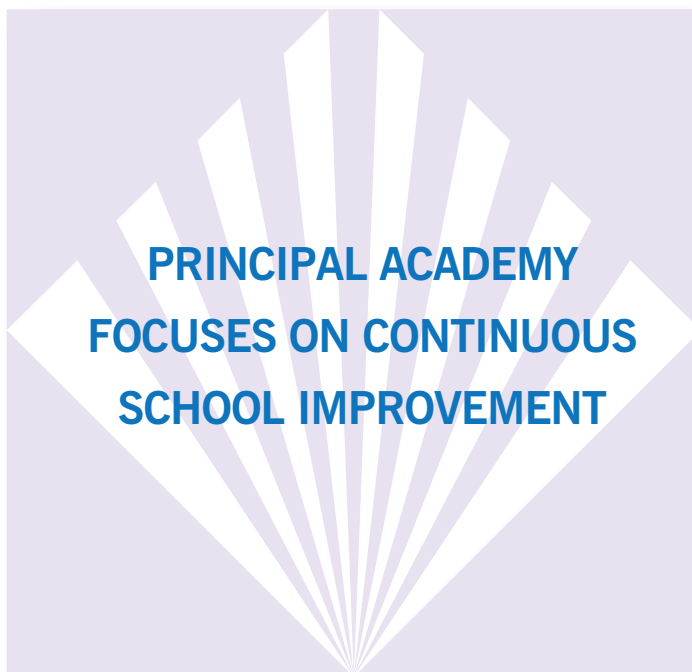
This academy is designed to increase teacher leadership by developing a deeper understanding of how school improvement planning helps meet the needs of students, staff, and stakeholders. This academy was launched in August 2010.

- Ten (10) elementary schools were enrolled in our newest academy for a total of fifty-nine (59) participants.

New Principal Network

The New Principal Network is an effort to support novice, first year principals in our district. It is designed to improve management and instructional leadership skills in a learning environment tailored to meet their needs. To accomplish this, selected district leaders of key departments provide crucial, detailed instruction in the organization and management of operations, facilities, and both tangible and intangible resources.

- Twenty (20) principals of all levels were served in this program.
- Each principal participant's knowledge of district and state policies and practices has been enhanced.
- Self-reflections and request for further assistance indicate a high level of satisfaction with this program.





District Program Support – Focused on Needs

Coaching

Turnaround Plus Coaching Academy

DCPS Turnaround Plus Coaching Academy builds coaching and content skills for school- and district-based instructional coaches in literacy, math, science, and adult learning theory. The Academy aligns with the NSDC standards for professional development and builds both coaching and content skills.

Academic Services delivered the Turnaround Plus Coaching Academy for all school instructional coaches. These monthly sessions were focused on the content areas of reading, writing, math, science, and data analysis.

The professional development coaches provided support for the TA Plus Coaching Academy.

Coaches Professional Learning (CPL)

CPLs were delivered monthly and focused on building coaching skills for DCPS District Coaches. The sessions were collaboratively planned and delivered by DCPS Professional Development and Academic Services administrators.

New Coach Academy

This Academy is designed to develop the skills of new district coaches. The sessions focus on:

- Developing deep content knowledge
- Understanding adult learning theory
- Developing effective coaching skills
- Teamwork and building collaborative working groups

Aspiring Coach Academy

This Academy was offered to develop a “pool” of trained coaches to be eligible for instructional and content area coaching vacancies at the school level.

DCPS/NSDC Coach Academy

Over 60 DCPS Coaches/Cadre completed the DCPS/NSDC Academy and received national NSDC coach certification.

Non-Instructional Personnel

Duval County School Board believes that skillful, competent Non-Instructional Personnel are integral to business and academic success. Ongoing continuous professional development for NIP has a strong, positive impact on the district. Curriculum has been designed that integrates the Learning Forward’s Standards for Staff Development and follows the DOE Protocols for Standards of Professional Development.

Teacher Induction Program (TIP)

Since its inception in 1999, the state mandated Teacher Induction Program has supported new teachers in demonstrating competency in the Twelve Florida Educator Accomplished Practices comprised of the knowledge, skills, and abilities needed by all teachers to effectively support school achievement and increase their success in the classroom. Courses include: orientation, rituals & routines, instructional strategies, conferencing and communication, code of ethics, clinical educator training, co-teaching, and ESOL.

Mentoring Program

The DCPS Cadre Mentoring Program is a school-based initiative designed to develop and prepare mentor teachers to coach and support novice teachers effectively. The mentors engage in monthly professional development seminars. These specialized learning communities build a culture of support for developing professionals in their schools.

Summer Mentor Academy

The Summer Academy was designed to build skills and confidence in teachers who currently are or will be mentoring novice teachers.

Levels of learning:

Tier 1: Foundational learning

Tier 2: How to work as a professional learning community of mentors

Tier 3: Becoming teacher leaders who advocate for the needs of the novice teacher

Tier 4: Prepares veteran mentors to develop their mentoring PLC within the school and implement their plan for sustaining novice teacher support

Multicultural and Diversity Education

Multicultural and diversity education focuses on ideals of social justice and education equity. It is dedicated to facilitating educational experiences in which all students reach their full potential as learners and socially and critically active and aware citizens. Multicultural and diversity training acknowledges that schools are essential to laying the foundations for transformation of society through educational equity.

Urban Institute

This institute provided professional development for 250 teachers and administrators from approximately 35 Turnaround schools on June 20-23 and throughout the year, focusing on:

- Engaging the Urban Learner
- Common Core Standards
- Focus on Data/Student Work
- Lesson Study
- Assessment for Learning
- Rigor /Higher Order Questioning
- Classroom Follow Through
- Ongoing Evaluation

Research and Development

The Research and Development Office conducts program evaluations, maintains a data mart to support the management of data for the purpose of evaluation activities, and provides ongoing technical support in assessment development, grant writing, and program quality control for professional development programs.

The process for evaluating programs is described on the Schultz Center's website at: <http://www.schultzcenter.org/evaluating.shtml>.

This theoretical model continues to guide all design and evaluation of professional development programs that are developed clearly under the purview of the Schultz Center.

Reports and publications of research and evaluation studies completed from July 2010 through May 2011 are listed below:

- Teacher Induction Program (TIP)
- ESOL Endorsement Program Professional Development
- Reading Competencies Endorsement Program Professional Development
- High School Lesson Study Implementation: PLC Plus

Non-Instructional Personnel

High quality professional development for all non-certificated personnel (NCP) is provided to close the learning gap between NCP and certificated personnel by building meaningful relationships, thus becoming a part of Duval County Public Schools learning community.

Integrated Arts

Multiple sessions of Start with the Arts online Blackboard course was designed for EE/SS and early childhood education educators, including Weaver Academy of Art teachers from eight underserved Duval schools. This program is offered on-site, with individually tailored Arts Integration sessions for teachers/administrators at Ortega Elementary School and at Weaver Academy of Art, and workshops at S.P. Livingston Elementary School.

English for Speakers of Other Languages (ESOL/ELL)

Teachers, administrators, and guidance counselors develop a better understanding of the policies, instructional practices, and accommodations required to meet the educational needs of our growing number of English Language Learners (ELLs).

Duval County School Board has approved the Revision of the Add-on ESOL Endorsement Plan that includes the new ESOL standards that the State Board of Education passed March of 2010. Duval County's Add-on ESOL Endorsement Plan was approved March 21, 2011 until June 30, 2014. The Add-on ESOL Endorsement satisfies Florida Law 1003.56. The ESOL Endorsement program provides training for Administrators, Guidance Counselors, and Instructional Personnel in the five ESOL Endorsement courses. The courses meet the new ESOL Standards, which satisfies the legal requirements of the Florida Consent Decree/META Agreement. The five courses are:

- Testing and Evaluation
- Cross-cultural Communications
- Applied Linguistics
- ESOL Curriculum and Materials
- Methods of Teaching ESOL

Advocacy and Outreach

Leadership Conference Featuring Robert J. Marzano, Ph.D.

Robert J. Marzano, cofounder and CEO of Marzano Research Laboratory, was the featured presenter at the Schultz Center Leadership Conference in July 2011.



Robert J. Marzano, Ph.D.

A leading researcher in education, Robert Marzano is a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *School Leadership that Works*, *Designing & Teaching Learning Goals & Objectives*, *District Leadership That Works*, *Formative Assessment & Standards-Based Grading*, *On Excellence in Teaching*, and *The Art and Science of Teaching*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Administrators, teachers and district personnel were among the invited guests who enjoyed seminars, discussions and dinners with this prominent and recognized researcher in the field of education and leadership.

EDDY Awards

The Duval County Teacher of the Year annual recognition process recognizes teacher excellence within each Duval County Public School. Each school, through a developed process, selects a teacher of the year. That teacher then submits an application for the district level process. The application covers areas of professional development,



**2011 Teacher of the Year
Youmone Berrien, First Coast High**

classroom practices, current research knowledge and a personal philosophy of education. From these submissions, semi-finalists are determined. Based on written packets and personal interviews, finalists are then selected by a committee comprised of a school principal, former Teacher of the Year, and representatives from PTA, DTU, and community and business members. All finalists attend the culminating EDDY Awards at which the Duval County Teacher of the Year is named and recognized. The Schultz Center for Teaching and Leadership and the Jacksonville Public Education Fund (JPEF) are the coordinating organizations for this process and the EDDY Awards event.

Regional Career and Professional Academies

The Schultz Center for Teaching and Leadership, in partnership with Baker, Clay, Duval, Nassau, Putnam and St. Johns Counties, created the Northeast Florida Career and Professional Academy Standards and Training Council.

The purpose of the council is to provide a venue for collegial conversations with school districts, regional colleges/universities, WorkSource, business and industry, the Jacksonville Regional Chamber of Commerce and the Schultz Center - around the establishment and support for career academies.

First Coast Scholars

The First Coast Scholars (FCS) Program offers K-12 teachers the opportunity to participate in scholarly seminars led by university faculty. Teachers develop high-quality research-based unit and lesson plans, which address Next Generation Sunshine State Standards. All plans include ways to assist teachers in differentiating lessons to support groups achievement. FCS seminars integrate art, science, reading, writing, and social issues into their content. Units are placed on Riverdeep Learning Village so they may be accessed by other teachers.

A select number of First Coast Scholars are invited each year to attend the Princeton Summer Seminar. The week-long seminar at Princeton University is focused on lesson design and taught by university professors. This experience is supported and funded by Jacksonville-area Princeton Alumni.

Additional Clay County Programs

- Clay County Teacher Mentor Program
- Clay County Principal Mentor Program
- English for Speakers of Other Languages
- Reading Competency Courses
- Blackboard Learn Class Website
- Clay Florida Virtual School Franchise

Gifted Endorsement

Five state-required courses are provided to teachers who wish to become endorsed/certified to teach the gifted curriculum K-12. These courses include: Nature and Needs of the Gifted, Curriculum of the Gifted, Theory and Development of Creativity, Special Populations, and Guidance and Counseling. Courses are offered online and face-to-face.



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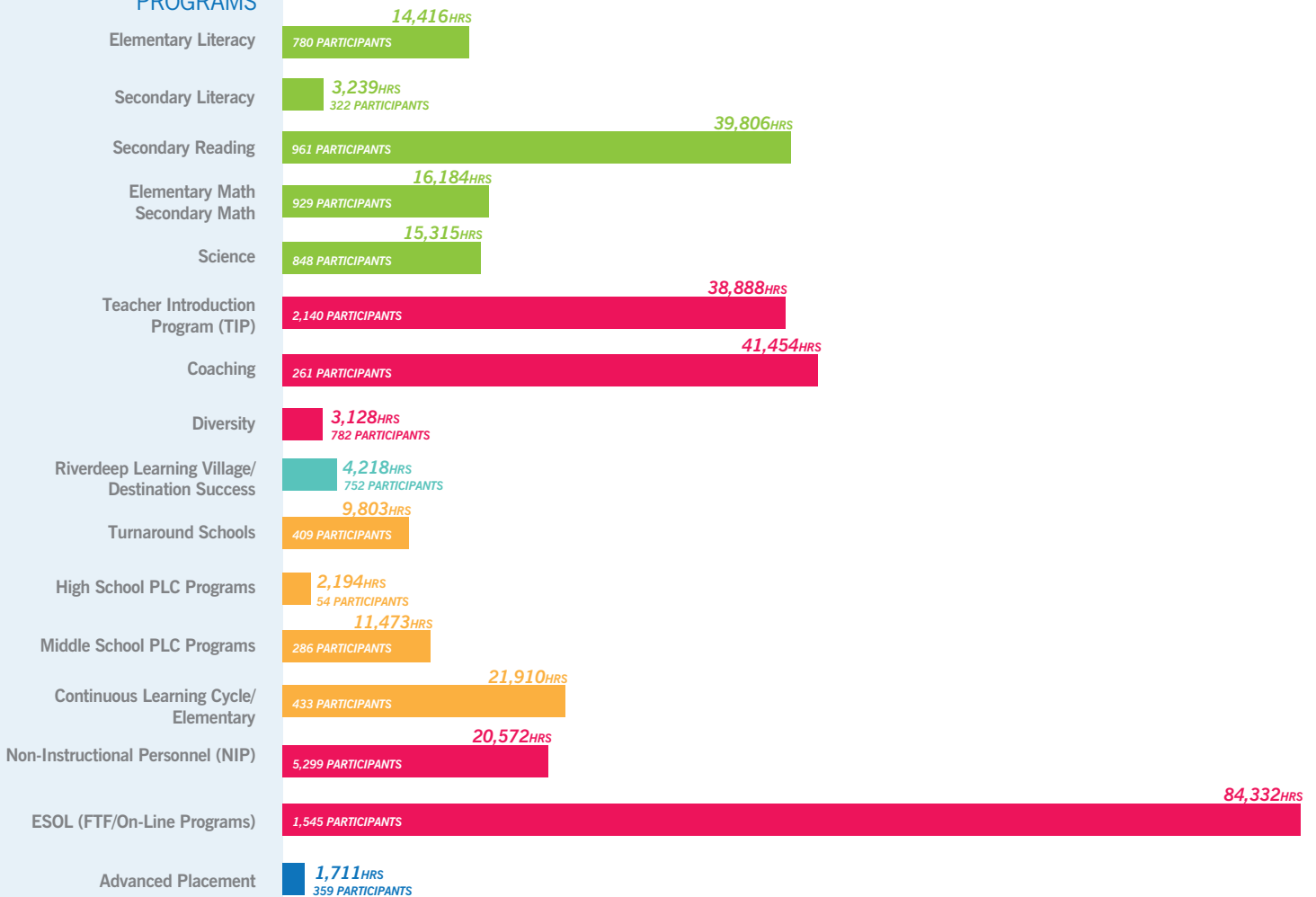
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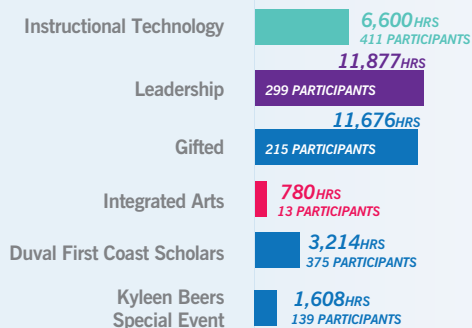
Financial Highlights

2010-2011 Schultz Center Professional Development Report

DUVAL COUNTY PUBLIC SCHOOL PROGRAMS



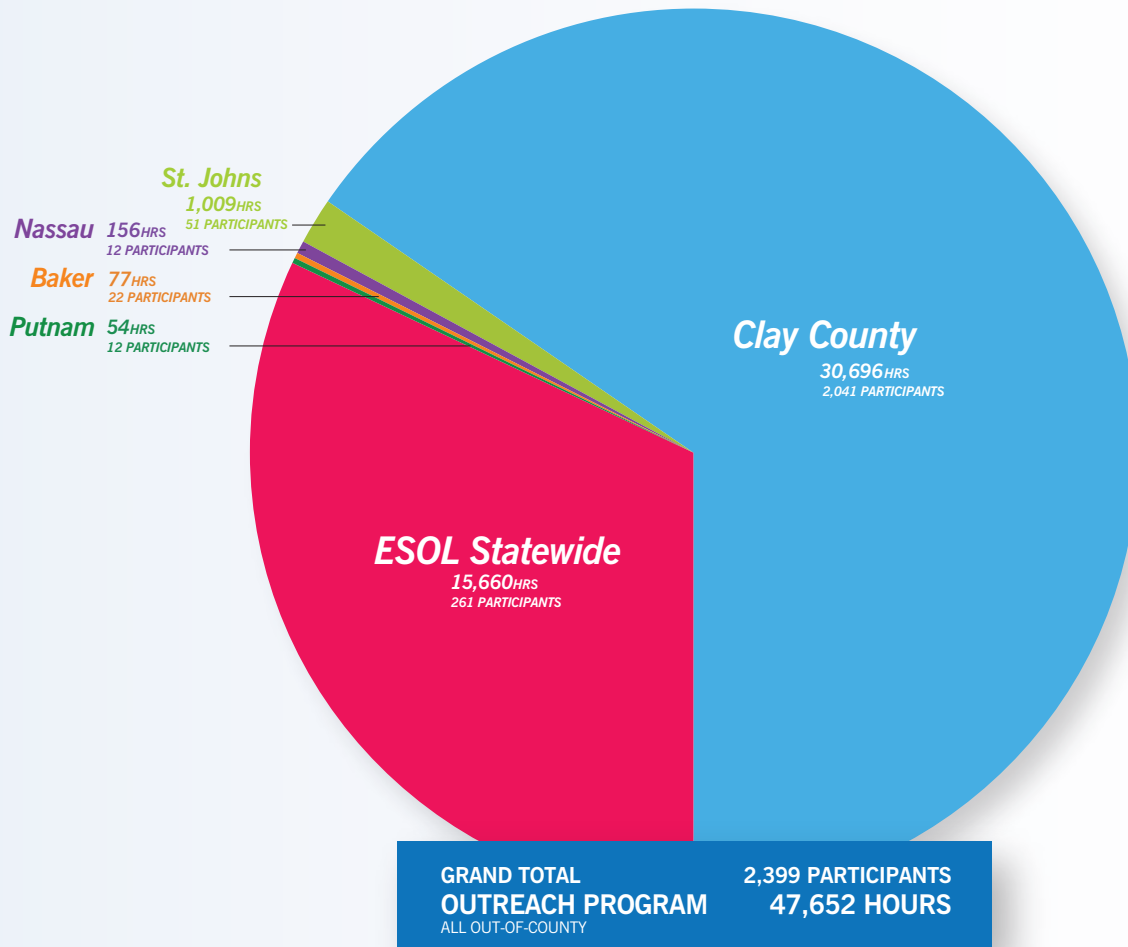
OTHER SCHULTZ PROGRAMS



**GRAND TOTAL
SCHULTZ & DCPS**

**17,612 PARTICIPANTS
365,180 HOURS**

Regional & Statewide Outreach



2010-2011 Summary of Revenue

Contract and Program Services	\$2,978,336
Private Donations	\$10,000
Federal / State Grants	\$35,121
Other Revenue	\$86,989
Total	\$3,110,446



SCHULTZ CENTER

FOR TEACHING & LEADERSHIP

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The Center is an independent 501(c) (3), non-profit corporation whose mission is to provide the highest quality research, professional development, leadership training and related services based upon best practices. The Center was established pursuant to Florida law to facilitate the delivery of professional development services in northeast Florida and to operate an academy for research, development and delivery of quality education programs. The Duval County School District (the "District") is one of the largest public school districts in the nation and employs more teachers and educators than all of the other districts in northeast Florida. In consideration of the mutual benefits of this Agreement to the mission of both parties, the Center and the Board agree that the Center will give priority to the District's professional development needs and the Board will utilize the services of the Center as its primary provider of professional development and training. The Center is governed by a Board of Directors (the membership of which shall comply with the requirements of s. 1012.985(1) (d), F.S.) responsible for operating the Center in a legal and fiscally sound manner.)