



Missouri Staff Development Council

An Affiliate of NSDC: Learning Forward

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THE MSDC MONTHLY

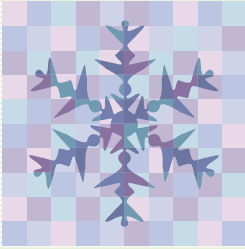
Show-Me Professional Development Conference:

"Working on a Dream"

March 13-15, 2011

The Hiltons at Branson Landing

Volume 3
January 2011



Important
Dates:

January 31,
2011

Deadline for
submitting
Award
Proposals

March 13-15,
2011

Show-Me
Conference in
Branson,
Missouri at

The Hiltons at
Branson
Landing

Show-Me PD Conference Registration Open!

It's time to register for the 2011 MSDC Show-Me Professional Development Conference! Join your colleagues from around the state for some great networking and professional development at the beautiful Hiltons at Branson Landing in Branson, Missouri. For easy registration, just go to www.msdc-mo.org.

No price increase on conference fees from last year!

Featuring Keynote Speakers:

- **Lonnie Moore**—The Inspirational Classroom and The High-Trust Classroom
- **Ian Jukes**— 21st Century Learners
- **Joellen Killion**—Becoming a Learning School



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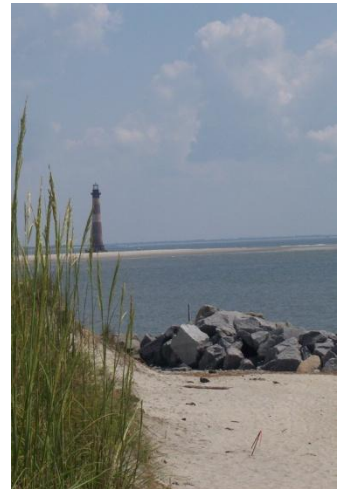
Attention: Anyone interested in submitting your name to become an officer of MSDC should watch for the submission information that will be posted on the website in January.

Regional Highlights: News From Around the State

Research, Reflections and Learning: Working with New Teachers in Special School District

Submitted by Ros VanHecke, Region 8, St. Louis

Special School District has developed an Academy I program that supports the development of new teachers. As a result of working with several universities and consultants, our district has had the opportunity to collaborate with researchers in our field. This article highlights some of our learning about supporting new special education teachers and increasing teacher effectiveness. The National Center to Inform Policy and Practice in Special Education (Dr. Brownell and Kamman) has used our program data, interviewed our teachers and video-taped our mentor/mentee conversations to conduct research and provide exemplars for supporting novice special education teachers. You will find our district identified as an exemplary program: http://education.ufl.edu/grants/ncipp/files_6/NCIPP_Induc_ES_010310.pdf



Through this relationship, our district has become more aware of the resources provided through the funding of the Office of Special Education Programs. NCIPP is one of those wide and deep resources. Their web site (not only features us but) has many resources to support the growth of special education teachers and is currently researching the type of support special education teachers need, the content of mentoring conversations and their influence on teacher practice, as well as the impact of e-mentoring and technology to support professional learning.

The OSEP Project Director's Conference held in the summer brings together a broad group of entities, experts, and researchers collaborate across miles, data points and funding sources to publish their findings and provide resources to educators. Many of the powerpoints from the conference are on the web site: <https://www.osep-meeting.org/default.aspx>. Additional resources and research that has been federally funded can be found at: <http://www2.ed.gov/rschstat/best-practices.html>. The IRIS Center provides many videos and resources available for adult learning at: and <http://iris.pebody.vanderbilt.edu/>.

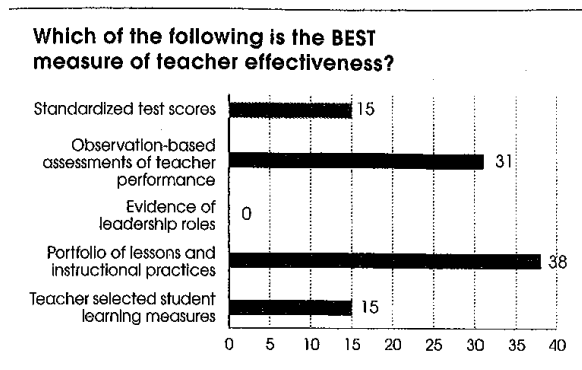
This year, the OSEP keynotes and presenters spoke of many projects implemented on a large scale level. Projects focused on lessons learned in terms of "scaling up" through infrastructures and relationships to combine effective implementation with effective innovation that is sustainable. Some "quotable quotes" for me were:

- "Students cannot benefit from those interventions they don't experience." (Dr. Dean Fixsen, University of North Carolina)
- "Conversations must be non-defensive; push back questions are opportunities to learn." and

- “Don’t give up- others care, they just don’t know what to say.” (Nancy Latini, Oregon Department of Education)
- “Try not to get too attached to your products, they will change.” (Deb Kunz, Illinois Project)
- “The Specialness of Special Education 4”Bottom Lines”: Accountability, Collaborative Specialized Expertise, Discussion for Clarity of Purpose, and All Means All” (Dr. Doug Fuchs, Vanderbilt)
- “It’s not enough to do your best: you first know what to do and then do your best.” (Rene Bradley quoting Edward Deming)
- “If you are having the same conversation over and over, it is the wrong conversation.” (David Angel: *The Influencer the Powers to Change Anything*)

Our district was also invited to attend and present at the Teacher Education Division of Council for Exceptional Children Conference which was in St. Louis. I have never been to this conference although I have been a member of the division over seven years. This is a conference all directors of professional learning or human resources should attend because they are talking about preparing the teachers we hire! Surprisingly, (to me at least) the hot topic was the change in “Highly Qualified” to “Highly Effective” teachers. I was curious to learn the perspective of the universities and the impact of “highly effective” teachers and the higher education’s opinions of the proposed accountability measures for “effective” teachers. I realized that state test scores or even IEP goals may be data sources for teacher effectiveness, yet these measurements were not developed for this purpose. Dr. Brownell addressed current research which suggests a teacher’s last three years of student’s achievement data as a possible predictor of teacher effectiveness. However, these findings do not suggest that the same teacher will be just as effective in a different school without effective support and leadership. Teacher effectiveness is impacted by the school context.

The New Teacher Center publication of the Symposium’s Panel discussion (Summer, 2010) expanded this learning. A shift in opinions among educators proposes how multiple student achievement data may define teacher effectiveness. *Race to the Top* defines an effective teacher as one whose students achieve acceptable rates of growth on multiple measures. Research shows multiple measures must be weighted according to their predictive power in determining student outcomes. The educators and members of the audience were polled during the symposium to gain their opinion of these multiple measures. These data are shown in the graph above. Student achievement is just one measurement. Classroom based observations and teacher portfolios were considered best measures of teacher effectiveness; in combination with other measures. The panel discussed the further research that contextual leadership and support are influential in the teacher’s effectiveness. Panel members stress the importance of measuring the support teachers receive through the use of reliable observation tools and that technology helps educators focus on “the right stuff”. Mentoring was discussed as a support for teachers. According to the panel, mentoring has the maximum impact in a school with a supportive leader who develops a culture of trust, empowers educators and finds time to give feedback and coaching. Technology was noted as an important new avenue for feedback. The greatest leverage point for change in schools is the teaching force. Therefore, induction programs and the development of new teachers must be as effective as they possibly can.



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Certainly our learning causes us to reflect on Special District’s programs for all educators; especially our beginning teachers. How might we use our knowledge and resources to support change and effective teachers? What role will technology play to provide effective professional learning and observational data to our 21st Century educators and students? How might we support teachers, mentors and the administration and contribute to building a nurturing environment of trust, collaborative inquiry and collective efficacy?

After attending Adaptive Schools Training last week, the new edition of TED/CEC journal arrive. There it was! “Efficacy Beliefs of Special Educators: The Relationship Among Collective Efficacy, Teacher Efficacy, and Job Satisfaction” (Ruma, et.al. 2010) reports the research findings that show improving levels of teacher efficacy (the amount of effort and persistence dedicated to a task and the perception of the success of the task) could improve job satisfaction and contribute to collective efficacy. Research shows that collective efficacy impacts student achievement. So as we support the beginning teacher, the mentors, facilitators and administration, we are again back to the impact of the school, the leadership and the individual’s ability to persist and be successful. Although our district’s facilitators do not directly work with students, we impact student success through the support and development of collective and individual teacher efficacy.



We have the capability to effectively teach adults and support their implementation of effective instruction. We have the knowledge, skills and opportunity to balance our interactions and develop teacher self directedness and reflective practices critical to effective professional learning and teaching.

In the June (2010) issue of the Journal of the National Staff Development Council, the role of central office personnel is explored at length. “Leadership Practices: Accelerate into High Speed” (Novak, Reilly, Williams), describes how leadership practices have emerged into a continuum of “zones”. “Leaders are learning to differentiate their leadership based on the varying needs of the people with whom they work. New leaders are often selected for their leadership roles based on their success in problem-solving and organizing. Yet as they move up the career ladder, they need to learn new skills to build the capacity of others.” Systems are moving away from a single leadership approach and learning to meet the individual needs of their faculty; which in turn requires leadership coaching as well. The table below shows this continuum.

Supervising Zone		Mentoring Zone			Coaching Zone			
Give Advice	Give Advice by asking loaded questions	Teach	Offer options	Create awareness	Design Actions	Plan and Set Goals	Monitor Progress	Celebrate Success

The capability to switch our hats definitely impacts the growth of educators. These decisions of individualizing our support must be embraced by facilitators, mentor, and administrators. So for our district, further reflection to consider may be: How do we make decisions when to advise, teach, tell, and coach? What assumptions and beliefs impact our decision-making when given the opportunity to coach teachers, peers and administrators?

Taking this one step further is an article from Principal Leadership (November, 2010) “Model Expert Thinking” (Frey and Fisher, 2010) which describes the student benefits of metacognition for explicit instruction. A video of a teacher using “think aloud” can be seen www.principals.org/pl110fisher. Do we use this same strategy when teachers reflecting on their teaching with students? How do we as leaders and developers of educators work metacognitively with each other? How might we promote reflection in our own work as well as that of our teachers and leaders?

Each time our district has had the opportunity to share our Academy I, we were asked about our accomplishments and our challenges. We have accomplished so very much and developed very complex, exciting relationships. We are and have valuable resources to be efficacious. We have developed strong, skillful supports for our district’s teachers and administrators and are working hard to build infrastructures and leadership teams to develop and sustain district initiatives and

innovations. Our data is encouraging and show teachers using data to set reasonable student goals and make decisions. We have learned “not to get too comfortable with our products” since we change and grow. We are closer in collecting the right data to show the value added to each teacher’s professional growth over three years. We continue to challenge ourselves in 1) measurements of teacher and program effectiveness, 2) defining our roles as we support teachers and take on new responsibilities, 3) support teachers without duplicating efforts and confusing teachers, 4) being transparent with our expanded group of facilitators and stakeholders to focus on teaching the skills our teachers need to be successful in a variety of contexts and synthesize the variety of additional skill sets expected depending upon the school’s improvement plans, while supporting accurate implementation of all of the skills, and 5) broadening the way we provide all components of professional learning in this 21st Century world of technology. I am fortunate to work in a district that is forward thinking and with other professionals that are highly trained and knowledgeable. We have several gifts to give and harvest from each other. We have had the opportunity to learn from each other and through collaboration learn about other resources across our country.

