

MSDC DEVELOPER



January 29, 2009
Volume 11, Issue 1

MSDC Board of Directors

- Jody Wood
President
- Colleen Jones
1st Vice President
- Karen Seifert
2nd Vice President
- DeeAnn Aull
Secretary
- Linda Crain
Treasurer
- Kathy Diehl
Immediate Past President
- Brian Garner
Member-at-Large
- Suzy Cutbirth
Member-at-Large
- Terri Fisher-Reed
Region 1
- Karin Busiere
Region 2
- Marissa Walsh
Region 3
- Larry Smoot
Region 4
- Jane Jackson
Region 5
- Liz Condray
Region 6
- Cathy Galland
Region 7
- Ros VanHecke
Region 8
- Woods Prael
Region 9
- Ann Jarrett
SDLC
- Doug Miller
Susan Hodges
DESE
- Gloria Henry
Executive Director

MSDC PRESIDENT'S REPORT

Hello to all MSDC members during this our most historic of times for America. As we have new hope for our incoming president, so too, do we here at MSDC hold new hope for our organization and its efforts, the new reauthorization of No Child Left Behind, the numerous schools districts in MO and their efforts and the continuing improvement of student achievement across the state of Missouri.

This past December, we were privileged to attend the National Staff Development Council Conference in Washington DC where we also went to Capitol hill and visited with Senator Claire McCaskill's aide concerning our issue with the social security concerns in MO as well as discussing her support for the new definition of High Quality Professional Development brought forth by NSDC as part of the reauthorization of No Child Left Behind.

NSDC DEFINITION OF PROFESSIONAL DEVELOPMENT (8-10-08)

- (34) PROFESSIONAL DEVELOPMENT- The term 'professional development' means a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement —
- (A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that —
- (1) is aligned with rigorous state student academic achievement standards, as well as related local educational agency and school improvement goals;
 - (2) is conducted among learning teams of educators, including teachers, paraprofessionals and other instructional staff at the school;
 - (3) is facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers or other teacher leaders;
 - (4) occurs primarily multiple times per week or the equivalent of several hours per week; and

(Continued page 2)

INSIDE THIS ISSUE:

MSDC President's Article	1
Commissioners Award	2
Annual Show Me Conference	3
The Race to Change	4
The Process of Change in Education	5
Change	6
Separate Attachment-Academy V	

MSDC Mission, Vision & Goal

MSDC MISSION

The mission of the Missouri Staff Development Council is to advocate high levels of learning for all by communicating, facilitating and building leadership capacity around standards-based staff development practices.

VISION

All Missouri schools and educators experience high quality professional learning so that all students achieve at high levels.

GOAL

All teachers in all Missouri schools will experience high quality professional learning as part of their daily work.

MSDC WEBSITE: <http://www.msdc-mo.org>

PRESIDENT'S REPORT (continued)

- (5) engages established learning teams of educators in a continuous cycle of improvement that –
- (i) analyzes student, teacher and school learning needs through a thorough review of data on teacher and student performance;
 - (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
 - (iii) achieves the educator learning goals identified in subsection (A)(5)(ii) by implementing coherent, sustained and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
 - (iv) provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
 - (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching and assisting all students in meeting challenging state academic achievement standards;
 - (vi) informs ongoing improvements in teaching and student learning; and
 - (vii) may be facilitated and strengthened by the local education agency or other external assistance providers.

(B) The process outlined in subsection (34) (A) may be supported and strengthened by activities such as courses, workshops, institutes, networks and conferences that:

- (1) must address the learning goals and objectives established for professional development by educators at the school level;
- (2) advance the ongoing school-based professional development; and
- (3) are provided by for-profit and non-profit entities outside the school such as local education agencies, universities, education service agencies, technical assistance providers, networks of content-area specialists and other education organizations and associations.

While MSDC recognizes that your local RPDC is your first line of assistance, we work in cooperation with the local RPDC's to help fill some of your needs in the area of assessment with the SAI training opportunities, the PD Academy to help your PDC move to new levels, and also our awards to recognize the wonderful work that is happening in the field.

The Commissioners Award By Gloria Henry, Executive Director



Missouri Staff Development Council continues to encourage and honor excellence in professional learning in Missouri schools through the Commissioners Award for Excellence in Professional Development. Tight adherence to the 12 professional development standards set by the National Staff Development Council is the over-riding criteria by which districts are evaluated. Districts who have been accredited through the 4th Cycle MSIP, who are using best practices in PD, who can provide a link between high quality PD and increased student achievement and who regularly provide opportunities for teachers and administrators to collaborate, network and learn from one another are invited to apply.

Best practices are best when shared, and the Commissioners Award winners are provided the opportunity to share what has been successful in their district at the *Show Me Conference* each March, where they are honored. (***Show Me 2009: March 22-24, Tan-Tar-A; go to msdc-mo.org for information and a link to register***) Award winners become resources for other districts who want to improve their professional development practices.

(Continued on page 3)

Commissioners Award (Continued)

Districts are reviewed through a written application, and then may be recommended for a site visit. If the district is recommended for the award, this recommendation is forwarded to the Commissioner of Education for final consideration. Winners are then notified so they can plan to attend the awards ceremony at the *Show Me Conference* in March.

While recipients agree that any application entails additional work, they are quick to say this is a process well worth the effort. In addition to the external recognition of high quality PD, districts report that the internal evaluation needed to make application was a tremendous learning experience. Using the NSDC Standards, and writing to the Commissioners Award for Professional Development provides a clear lens through which to see the professional development practices and culture of the district.

Past winners include districts of all sizes so all Missouri schools can find a past winner from whom to learn.

Annual Show Me Conference “The Magic of Learning”

When? March 22-24, 2009
Where? Tan-Tar-A, Osage Beach

***Special strands for administrators and teacher leaders**

***Newly designed scoring guide for evaluating your new teacher induction program**

***Much, much more.....**

BE THERE!

Go to www.msdc-mo.org and click link to register on line!!

Select MSDC Conference from dropdown menu (leave categories at “all”). Click “view now” if not already displayed. Once displayed, click on conference title and scroll down to View Sessions/Enroll)

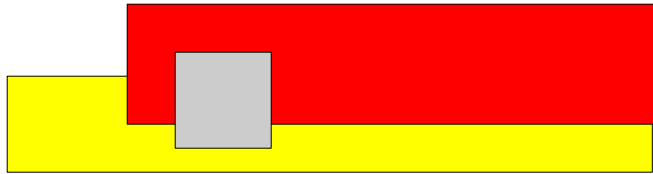
The Race to Change
By Terri Fisher-Reed
MSDC Region 1 Representative

"This is how change happens, though. It is a relay race, and we're very conscious of that, that our job really is to do our part of the race, and then we pass it on, and then someone picks it up, and it keeps going. And that is how it is. And we can do this, as a planet, with the consciousness that we may not get it, you know, today, but there's always a tomorrow." –Alice Walker

To embrace change, we need to look through the same lens Alice Walker does: the relay race lens of commitment, collaboration and hope. Several schools in Southeast Missouri shared their tips and tools in their race toward change.

Caruthersville School District, first-year participants in DESE's Missouri PLC Project, has taken initial steps toward a school culture focused on changing student achievement levels. Middle school principal Matt Hodges and members of his PLC Leadership Team - Ginger Goldsby, Sandra Hooker, Cory Miller and Stephanie McGraw - all agree their clear, effective communication with other staff members is one way they help others embrace change. As NSDC's Pat Roy highlights, "...there will be more commitment to improvement when plans for change have been thoroughly discussed and reviewed by those who will be involved in the change process" (*The Learning System* November 2007). Hodges' PLC teacher leaders play a large role in this communication by helping to lead vertical teams, faculty and steering committee meetings. The Caruthersville PLC team leaders communicate new learning to their staff by breaking down the learning into small pieces, by proving all staff members are important to the PLC process and by becoming enthusiastic cheerleaders when necessary. All Caruthersville Schools have found the resource *50 Ways to Improve Schools for Under \$50* by Jason Ryan Dorsey a good tool for motivating change. Caruthersville teacher leaders, Hodges and High School Principal Mike Wallace are planning to use one idea from the book called, "Brownie Points." Building administrators plan to wear aprons and deliver fresh baked brownies, presenting them along with professional accolades to each staff member.

The Jackson R2 School District has decided to partner with MSDC and NSDC for its relay race toward change. To help its staff, the district has committed to learning and using the SAI (Standards Assessment Inventory). The district became part of the SAI through its pilot efforts several years ago. Now, as the district moves closer to its goal of becoming a PLC district, it hopes this NSDC tool becomes a prominent measure of its staff development PLC efforts. NSDC's Stephanie Hirsch suggests the SAI tool can become a way "to assess whether a particular improvement effort contributed to the quality of professional development within a school and/or across several schools or systems" (*JSD* Spring 2006). This month, each building in the district will send a principal/ teacher team to a MSDC/RPDC workshop to learn how the SAI can provide data on its improvement efforts. The building teams will return to a follow-up workshop in April on their SAI implementation efforts. Jackson Middle School Principal Dr. Rodney Pensel believes the SAI will provide him a means to evaluate high quality professional development in his building. "Our district CSIP and building improvement plans all include a goal to provide high quality professional development to our staff members. Why wouldn't a district use the SAI? Since it is aligned to national professional development standards, it only makes sense we use the SAI." Jackson Schools hope to use the SAI to communicate clearly with its staff about professional development efforts. "Sharing the results with our teachers and explaining to them how we can use SAI data to better improve our work will complete the puzzle for our PDC. The measurement piece has been missing, inaccurate or inadequate," suggests PDC secretary Stephanie Martin.



The Process of Change in Education

By Karin Busiere

MSCD Region 2 Representative

Q. How many educators does it take to change a light bulb?

A: Answers will vary.

All joking aside, there is no *one* answer to promoting change in educators, whether relative to light bulbs, students or themselves. The best we can do is to apply current thinking about the change process to each of our schools or districts.

Without a doubt, change is necessary for growth. Static and stale school systems employ individuals who see problems as annoyances. Vibrant and viable districts hire professionals who view problems as opportunities for optimal learning. How is it possible, then, for us to enlist the enthusiasm of disinterested teachers?

Change typically does not occur unless it is the product of teachers' common vision of progress. Research tells us that the best way to reach common ground is to mutually identify a meaningful problem that needs to be addressed. Discussion of the problem should be built upon facts, figures and data that identify the opportunities for growth. It's difficult to deliberate the avenues for change when relying solely on "gut feeling." Further, teachers are best served by addressing needs that reach into the deep structures of their organizations. Instead of discussing the district's drop-out rate, for example, would it not be more productive to look at the reasons, both internally and externally, behind a student's desire to leave school without a diploma?

When educators decide to address identifiable vision-driven issues of concern, the school or district must agree to invest considerable energy and resources to build the requisite knowledge and skills in order to effect change. Asking teachers to abandon traditional practices only creates frustration if new knowledge is not developed to "fill the hole." As research-based, innovative skills are added to their instructional repertoires, teachers must also be provided with opportunities to mindfully discuss the various aspects of instruction. When working in isolation, individuals tend to lose direction and enthusiasm for innovative practices. Collegial conversations, on the other hand, become much-needed arenas for critical reflection and productive change.

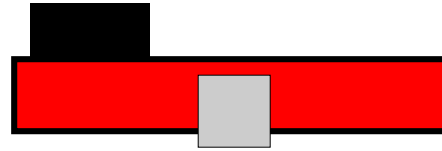
So how many educators *does* it take to change the light in classrooms from dim to bright? The number will indeed vary, but groups of teachers who come together with a deliberate purpose, careful planning and instructional support can and do effect change on behalf of their students.

Recommended sources:

Deal, Terrence E. Shaping School Culture: The Heart of Leadership. San Francisco: Jossey-Bass, 1999.

Garmston, Robert J., and Bruce M. Wellman. The Adaptive School: A Sourcebook for Developing Collaborative Groups. Norwood: Christopher-Gordon Publishers, 1999.





Change
By Ann Jarrett
SDLC Liaison

Ever try to push a stalled car by yourself? Soon someone stopped to help, and it was amazing how with each additional person, the job was accomplished with exponentially more ease. It is so much easier to change the position of a car when you have partners. Personal, organizational and legislative change is the same way. Each is hard to do by yourself, and each gets easier when you have partners. You can't talk to every state and federal legislator. By communicating with your legislators while other education advocates are doing the same, then change can happen. Our students are counting on us to advocate for resources and policies needed to provide a great public school for every child. Keep up with legislative activity through your professional organization, and ask your legislators to support education change by supporting outstanding staff development for educators.

**PLEASE REFER TO THE SECOND DOCUMENT,
WHICH IS A 2-PAGE TRI-FOLD BROCHURE
REGARDING THE 2009-2010 MSDC ACADEMY V !!**

Feel free to reproduce the flyer as needed.
(It will print very well in black only)

