

MSDC DEVELOPER

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MSDC PRESIDENT'S REPORT

Dear MSDC Members,

As the end of 2008 draws near, we at MSDC look forward to 2009 and providing you with all the information to help you and your PDC enhance your practices such that your students will achieve at ever higher levels. We realize that you may not be aware that we are available to help guide you in your efforts. We will be providing Standards Assessment Inventory training in areas around the state. This training will be provided through your local RPDC and will consist of two sessions. The first session will be to provide you and your administrator with the background knowledge about what the inventory consists of as well as how to administer it. The second session which will be held in the spring of the year will assist you and your administrator in planning the school improvement plan utilizing your current initiatives and the results of your SAI that has been taken by the staff at your school. These trainings are currently being offered at the St. Louis RPDC on January 21 and May 7; the SE RPDC on January 26 and April 27; the follow up for KC will be hosted by the Liberty School District on May 4. A training will be scheduled at the Kirksville RPDC depending upon interest in the area. We hope that you will take advantage of these opportunities. The current cost is \$35 per person that covers the cost of a continental breakfast and lunch.

Additionally, we would invite you to join the 2009 PD Academy V which will offer eight days of high quality professional development training that includes a focus on the importance and difficulty of motivating educators to seek life-long personal improvement as reflective professional practitioners. The focus will be on high quality professional development. Current systems of staff development and PD evaluation are analyzed. How PD relates to school improvement, the local CSIP/PDP and student achievement are investigated as well as various models of high quality PD. Participants learn as they conduct action research, engage in practicing facilitation skills, develop networks with others around the state and deepen their learning of assessment.

We want to invite you to attend our yearly Show Me Conference on March 22-24, 2009 at Tan-Tar-A as we learn from Todd Whittaker, Jim Knight, Marcia Tate, Joellen Killion and a host of local and regional presenters. Please join us for this conference with special strands for administrators and teacher leaders that will include a newly designed scoring guide for evaluating your new teacher induction program as well as the opportunity to experience our newly designed session utilizing roundtable format for sharing information about the Commissioner's Award and the MSDC Awards.

Regards and Best Wishes for this Holiday Season,
Jody Wood, President

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

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.

Time to “Show Me the Money”

Submitted by Ann Jarrett, SDLC Liaison

Like Cuba Gooding, Jr.’s character, Rod Tidwell, in the movie *Jerry Maguire*, we say “Show me the money!” Rod felt he was more valuable than the money in his contract reflected. The problem was his value was not evident to the team owners. We know professional development is valuable. But that value is not evident to lawmakers who make funding decisions.

As a profession, we need to find ways to show the value of quality professional development. We have to show it is directly connected to student achievement. Missouri has been a leader in providing dedicated state funds for professional development. However, last year the Missouri legislature cut DESE’s professional development money by 25%. It is no longer enough to say, “Professional development is important.” Like Rod, we have to step up and make our value to the team clear.

How to document the value of professional development is now a hot topic. MSDC is working to add focus on how professional development is changing classroom practice to the standards for the fifth cycle of MoSIP. RPDCs are looking for ways to show the value they add to Missouri students. We welcome your contributions. Do you have data that shows the impact of professional development on students in your classroom, building or district? Can you do some action research, gather some pre- and post- data, add a follow up evaluation, do something to document the impact of professional development on students? If you do, please share it with your district and send a copy to Susan.Hodges@dese.mo.gov.

Finding Time for Professional Development

Submitted by Marissa Walsh—Region 3

Time--the gift that is on every educator’s holiday list! How do we find time to ensure that educators receive the quality professional development they need and deserve? Teachers are not only expected to teach to rigorous standards with research-based instructional strategies and have a command of their content, but to also know classroom management techniques, implement anti-bullying programs and work with students and families from a variety of cultural, socio-economic and educational backgrounds. All of these things require a great deal of professional development.

Professional development can no longer be considered an event that occurs a couple of times during the school year. It is critical that educators are engaged in job-embedded professional development every day. All over the state, teachers are involved in action research in their classrooms, book study groups, peer coaching, working with Instructional Coaches or Literacy Coaches and late school start times and early release days for teacher learning. *(Continued next page)*

Finding Time for Professional Development

(Continued)

Many Kansas City area districts realize the importance of finding time for professional development. The Fort Osage School District has rearranged elementary schedules to allow teachers to have more time for professional development during the school day. In the Hickman Mills School District, students are dismissed from school an hour early on Wednesdays to allow teachers time for professional development on a weekly basis. Many districts, such as Blue Springs, Grain Valley and Liberty, have implemented coaching models to ensure that both new and veteran teachers receive quality, job-embedded professional development right in their classrooms.

As your district finds time for educator professional development, consider the following:

Some questions to think about:

- Are we utilizing our PD resources to get the maximum amount of time for our teachers to learn?
- Are we aware of what high quality professional development looks like, so we can maximize the time we do have?
- Do we use the NSDC standards for professional development to assess our PD practices for their effectiveness and impact on teacher learning and student achievement?
- Do we have initiatives that continue for three or more years so teachers can implement them effectively?
- Are we communicating to parents what's going on during those early release or late start days so they see the importance of professional development?

Some "time grabbing" ideas to ponder:

- Forgoing the weekly "Faculty Meeting" in order to engage in professional discussions and collaboration among staff members
- Creating teams of teachers who observe and give feedback to each other during lessons
- Restructuring the school day to include more time for professional development
- Giving teams common lunch times and planning periods to allow teachers to analyze student work and assessment data to inform their instruction
- Using school-based "Teacher Leaders" to facilitate professional development

A Great Resource:

Finding Time for Professional Development. Edited by Valerie von Frank. National Staff Development Council, 2007.

Time for *Effective Collaboration*

*Submitted by Cathy Galland,
Southwest Regional Representative*

The proliferation of Professional Learning Communities has caused many schools to set aside time for teacher collaboration. In Southwest Missouri alone, I know of at least 20 schools that have weekly early outs or late starts to provide time for teacher collaboration. What we need to remember is how precious this time is! If we are going to set aside time for collaboration, we must make sure the time is used for *effective* collaboration! Schmoker emphasized this message in his 1996 work, *Results: The Key to Continuous School Improvement*. He wrote, "We must clearly distinguish between effective collaboration and the appearance of teamwork" (p. 14). A decade later, this is still sound advice.

So what does effective collaboration look like? According to Eaker, DuFour, and DuFour (1998) there are several important components:

- Collaboration is embedded in routine practices.
- Time for collaboration is built into the school day and school calendar.
- Products of collaboration are made explicit.
- Team norms guide collaboration.
- Teams pursue specific and measurable performance goals.
- Teams have access to relevant information (*Getting Started: Reculturing Schools to Become Professional Learning Communities*, p. 12).

If you have set aside time for collaboration, you may want to use the NSDC Tool "Appropriate Use of Learning Teams" in the November/December issue of *Tools for Schools*. It is an analysis activity designed to get teachers thinking about suitable activities for team meetings. Another great resource is *The Handbook for SMART School Teams* (2002, Conzemius & O'Neill). This book is full of templates, planning tools, and evaluation tools for collaboration.

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!

Time

Submitted by Liz Condray, Region 6

OMG! I nd 2 gt ths dn!

An article with this title may or may not attract a reader's attention...depending on how much time one has to spare. As the deadline approached to submit this piece, I began to search for worthwhile information on time management. By this time of year, many of us working in schools are overbooked and overscheduled on weekdays, evenings, and weekends. A Google search netted so many articles, I felt overwhelmed. How and when would I find TIME to read them all? Several looked like they contained worthwhile, if not new advice. In this age of overbooked multitasking, is there anything new out there that sounded helpful?

Over my classroom door I have a sign that reads, "Keep it Simple." Rather than fill an article with long lists that might not prove helpful, I searched for what looked like good, simple advice.

K. J. Wagner in the online article "Time Saving Tips for Teachers" says organization is the key. Her teacher-tested list was sensible and began with the suggestion of using a daily planner. Good idea. I also enjoyed the online article by Carla Myers titled, "Time Management for Teachers: The Secret That Can Save you Tons of Time and Stress." Her vital question number one: Do you know your priorities? She then suggests applying an A through E system:

- A Something you absolutely need to do
- B Something that would be nice or something you should do
- C Something that can be put off for some time
- D Something you can delegate to others
- E Something you can eliminate or re-think doing

I actually flipped through my day planner and began to assign letters to the items listed. Simple! Helpful! Time management! Now, is there anything about adding chocolate that makes time management even easier?

