

13 TEACHERS TEACHING TEACHERS™

FOR A DYNAMIC COMMUNITY OF TEACHER LEADERS

VALUES AND CLARITY BUILD CLASSROOM LANGUAGE

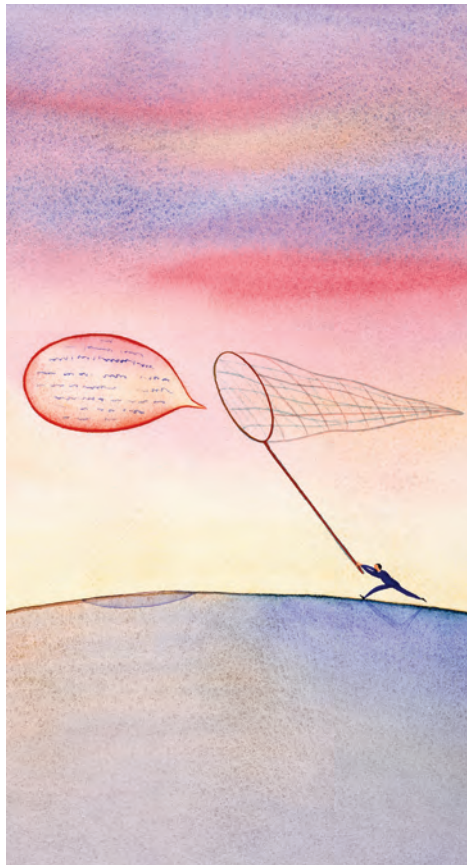
“What we teach kids is not just subjects,
but how to live.”
— Robert Quinn (in *Sparks*, 2001)

By Valerie von Frank

A teacher steps to the side of her unruly class. She raises her hand and waits for attention while many of the children continue talking to each other. Another continues to the pencil sharpener, and several make their way to their cubbies to deposit work.

“Could you please quiet down and take your seats?” the teacher asks quietly but firmly. A few students respond, but many don’t, and the teacher’s frustration with her class stirs again. She feels a lecture rising in her throat.

According to Paula Denton, director of program development and delivery at



the Northeast Foundation for Children, this teacher’s language did not convey what she meant. The teacher was trying to respectfully tell the children it was time to be quiet, Denton suggests, but she really did not mean the children had the choice. The children, on the other hand, heard a question and interpreted the teacher’s lan-

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guage as giving them an option.

“We need to be thinking constantly about language and notice its effects,” Denton said. “If we’re not conscious of our language, we can’t be effective in our teaching.” Stating expectations as a command and not a question is not disrespectful, she said.

The language teachers use in the classroom is essential to creating a climate of safety, Denton said. And when students feel safe, they have more positive feelings about school and achieve more academically (Rimm-Kaufmann, 2006).

Five rules

Denton makes five points for communicating effectively:

1. Be direct and authentic.

Model polite, respectful language, but state your intention clearly. If you want students to sit down and it’s time to be quiet, say that. In *The Power of Our Words: Teacher Language That Helps Children Learn* (Northeast Foundation for Children, 2007), Denton told about a time when

her class increasingly failed to pay attention to her. “I like the way Henry and Lucien are sitting on the rug,” she relayed that she told her class. The rest of the class, she said, was very happy that Henry and Lucien were being praised, but they felt

they had other important things to do at that moment. By not being direct in letting the children know it was time to sit on the rug, Denton said she was attempting to manipulate them, rather than building trust by being direct about her expectations. A warm, matter-of-fact tone is best, she said.

She said sarcasm is a poor classroom tool, although many even elementary-level teachers use it. “It’s biting and it’s mean, although most of the time, the teacher is intending to add a light touch,” she said. “But the teacher is in a power position. Even if the children laugh, it hurts and you’re betraying their trust.”

2. Show faith in others’ abilities and intentions.

Language conveys underlying assumptions and expectations, according to Denton. For example, “Show me how you will follow the rules in the hall” conveys that the teacher believes the students know the rules and will follow them. Observing the positives, such as, “You’re trying lots of different ideas for solving that problem. That takes persistence,” demonstrates confidence in the students’ abilities and gives them evidence for themselves of a value in action. Assume positive intentions, she said.

3. Use action-oriented language.

“Children are concrete thinkers and need to know the specifics,” Denton noted. Adults can generalize and think in the abstract, but children need the specifics of what it means when one says, “Be respectful.” For example, one 2nd-grade teacher taught her students a “listening pose,” so that when she wanted their attention, they folded their hands on their desks, leaned forward, and focused their eyes on her. When she connected “listening” for them to these three specific actions, she was better able to get their attention.

4. Keep it brief.

“We tend to talk too much,” Denton said. “Remember what the point is and stick to it.” A long series of sentences in an explanation allows the mind to wander, she said. Young children, especially, find it difficult to follow multiple directions given all at once.

5. Know when to be silent.

“This is tied to cognition and learning theory,” Denton noted. Allowing listeners time to process aids learning. When teachers wait three to five seconds for students to respond to a question, students’ responses show higher-level thinking (Swift & Gooding, 1983). Teachers also learn to listen better by pausing, she said.

Uncovering values

Positive communications help affect students’ sense of identity, according to Denton, as well as how well they work and their relationship with the teacher. Denton said teachers benefit

RELATED ARTICLES

NSDC TOOLS

- Identifying beliefs about learning, p. 4.
- Clarifying beliefs about learning, p. 5.

RESEARCH BRIEF

Using clear language is one recommendation from researchers for reducing problem behavior in the classroom, p. 10.

NSDC’S BELIEF

Student learning increases when educators reflect on professional practice and student progress.

from spending time examining their values, the language they use with students, and how they are conveying their intentions and their beliefs to children.

“Often teachers are sharing values they’re not even aware they hold,” she said. “Their language, for example, does not show faith in students’ abilities. When we are unaware of our values, we won’t examine and change them.”

For example, many educators have made the phrase, “We believe all children can learn” almost routine. “If people don’t realize that’s a radical statement, there’s a disconnect,” said Denton.

While many make that public statement, the disconnect is “the way teachers talk to kids and about kids in teacher workrooms,” she said. “It’s the choice of curriculum, about preparing for tests, about taking away recess because we need more time to drill kids.”

One school’s mission statement, for example, says “staff is committed to all students’ pride and self-worth,” yet at a community meeting, a staff member questioned the wisdom of allowing students outside the attendance area to enroll in the school because it would “change the look” of the school.

“We have to tie values and what we really think to how we are acting,” Denton continued. “Platitudes and slogans are not enough. Oftentimes we think because we’re saying it — ‘We believe all children can learn’ — that it’s true, but our behavior doesn’t match that, and then the saying has nothing to do with reality.”

Denton said leaders can work with teachers in a supportive, nonjudgmental atmosphere to begin to examine assumptions and beliefs, and then connect those to behavior.

“Let teachers talk and say what they really think without putting out judgments, but hold them to high standards,” she said. “Beliefs and values are hard things to work with because change has to happen slowly. It’s what we assume — and what we wish or think we’re operating under isn’t always what’s being communicated.”

But when teachers become more conscious of their underlying beliefs, they can home in on how those beliefs are expressed and affect stu-

ASK YOURSELF

Focus on your practice and its congruence with your core values and beliefs by asking yourself:

- What do I value?
- What beliefs about learning underpin a particular practice? Are these beliefs based on current research about how we learn?
- How does our current practice help us achieve what we value?
- How will a suggested new or different practice improve our ability to achieve what we value and believe?

Source: *From values and beliefs about learning to principles and practice*, by Julia Atkins. Seminar Series No. 54, Incorporated Association of Registered Teachers of Victoria, Jolimont, Victoria, Australia, 1996.

dents’ behavior and achievement in the classroom.

“If we’re really conscious of what our values are, our language will follow,” Denton said. “If we find that the values we think we hold are not what we practice, then we work at it through practical strategies — here’s how to talk to convey those beliefs, let’s look at our behavior and what it reflects. And sometimes beliefs change if behavior changes first.”

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“Beliefs and values are hard things to work with because change has to happen slowly. It’s what we assume — and what we wish or think we’re operating under isn’t always what’s being communicated.”

— Paula Denton

Identifying

BELIEFS ABOUT LEARNING



Purpose: To develop a set of clear belief statements.

Time: 90 minutes.

Materials: Pens and paper.

1. Generate a set of statements of belief about learning without paying attention to the wording.
2. Read a statement to the group from the list of examples, picking one which you anticipate will create some controversy. Ask group members to arrange themselves along a continuum from "strongly agree" in one spot to "strongly disagree" in another.
3. Invite volunteers to explain why they are standing where they are on the continuum.
4. After several statements of clarification, ask participants to work in pairs to take each statement on the list and reword it so they agree strongly with the statement.
5. Revisit the original set of beliefs and clarify the language to come to a common understanding of values.

EXAMPLES

I believe that ...

- Teachers are the authorities.
- Teachers' role is to transmit information to students.
- Students have an innate desire to learn and to create meaning.
- All students can learn.
- Regular feedback is vital for teachers, students, and parents.
- Students need to be motivated to learn by external pressure.
- Student learning can be improved by them developing an awareness of their own learning style and learning processes.
- Students learn best when in a highly structured learning environment which focuses on mastery through repetition and drill.
- Students who think for themselves create discipline problems for the teachers.
- Students' learning can be demonstrated effectively in a written test.
- Students learn best when they experience ownership of their learning.
- Students learn effectively when they integrate experience, imagination, information, and application.
- All students learn best when their performance is compared to the performance of others.
- Students can and do learn from each other.
- Everyone learns in the same way.
- Some subjects are intrinsically more rigorous than others.
- The prime purpose of schools is to prepare students for university.

Source: *From values and beliefs about learning to principles and practice*, by Julia Atkins. Seminar Series No. 54, Incorporated Association of Registered Teachers of Victoria, Jolimont, Victoria, Australia, 1996.



Clarifying

BELIEFS ABOUT LEARNING

Purpose: To develop clarity around one's values and beliefs about learning.

Time: 45 minutes

Materials: Music player, music, writing materials.

PREPARATION: Have soft background music playing as group members arrive and continue the music through the early part of the exercise. Consider a relaxation technique as an opening activity.

STEPS:

1. Ask participants to remember or imagine a learning-teaching experience from their professional lives in which they experienced a high degree of professional satisfaction, a time in which it was obvious to them why they were teaching and why they wanted to be a teacher.
2. Allow several minutes for participants to relive the experience, perhaps using some gentle direction to focus on the images, the emotions, their sense of the learning experience.
3. Ask group members to capture their feelings and thoughts and images in stream-of-consciousness writing of short phrases and words.
4. Have group members form pairs or trios to share their writings and memories.
5. Ask individuals to develop statements they can incorporate into their own professional statement of values and beliefs and which they would like to see captured in the school's expression of values and beliefs.

With these tools, it takes 90 minutes for a group to develop a clear set of belief statements and another 45 to clarify those beliefs and values.

Source: *From values and beliefs about learning to principles and practice*, by Julia Atkins. Seminar Series No. 54, Incorporated Association of Registered Teachers of Victoria, Jolimont, Victoria, Australia, 1996.



Bill Ferriter is a 6th-grade social studies and language arts teacher at Salem Middle School, Apex, N.C.

Market norms bring confusion

Fascinated by human behavior, I'm loving *Predictably Irrational* (Harper Collins, 2008) — a book by Dan Ariely that has implications for education. "We live simultaneously in two different worlds," writes Ariely, "one where social norms prevail and the other where market norms make the rules." Social norms, Ariely explains, are the warm-and-fuzzies of our lives. When you freely volunteer to help someone because you care, you're operating in the world of social norms.

On the other hand, market norms — based on the fair exchange of goods and services — define the scope and sequence of every action before work begins. Market-based relationships tend to be cold and formal. "I'll commit to completing tasks for you, but I'm expecting compensation in return and there is a limit to the contributions that I'm willing to give."

Ariely argues that when work environments muddle the line between social and market norms, trouble is sure to follow — and that is a struggle that today's schools are wrestling with.

Think about it. Schooling has always been driven by social norms. Teachers often expect nothing more than smiles in exchange for their work. We stay after school for hours working with students or perfecting lessons, even if our efforts are uncompensated. Slogans like "To teach is to touch a life forever" and "To be important in the life of a child is our greatest reward" are worn like badges of honor in workrooms where self-sacrifice is a prerequisite to professionalism.

But society isn't satisfied with social norms defining the relationships between communities

and schools any longer. Afraid that our children are falling behind their peers in nations around the globe, leaders are demanding much more from those who spend their lives in the classroom. The government has set rigorous performance expectations, some districts use standardized test scores to evaluate teachers, and the drive toward accountability requires consequences for failing schools. Market-based decisions drive communities dedicated to "increasing effectiveness."

The challenge is that introducing market norms into settings built on social exchanges can have catastrophic consequences. Employees working in market environments are less willing to give the kinds of uncompensated effort that teachers are known for. Commitment wavers when new expectations are introduced without matching rewards. As Ariely writes, "People are willing to work free, and they are willing to work for a reasonable wage; but offer them just a small payment (for a complex task) and they will walk away."

For Ariely, addressing the confusion introduced to education by market norms requires skilled leadership and messaging. "Instead of focusing attention ... on test scores, salaries and competition, it might be better to instill in all of us a sense of purpose, mission, and pride in education. ... This way the students, teachers, and parents might see the larger point in education and become more enthusiastic and motivated about it."

Have you been investing enough time in inspiration to ensure that pride, care, and compassion continue to drive the work in your building — or are teachers being chased off by the curse of market norms? ♦



DUKE PHOTOGRAPHY

Dan Ariely

The book

Ariely, D. (2008). *Predictably irrational: The hidden forces that shape our decisions*. Pymble, Australia: Harper Collins.

Join the conversation with Bill by visiting www.nsd.org/learningblog/ and offering your opinion. Bill posts his provocative ideas frequently — be sure to return often.

Times call for Mario's powers

Time and money — these are treasures sought by every educator. Educators seek more of each particularly to improve professional learning. In difficult economic times,

however, requests for more resources for professional learning are answered with cutbacks instead. Rather than seeking additional resources, coaches and teacher leaders need to dig deeply to uncover hidden powers that can make them more resourceful.

While school systems cut expenses, particularly in the areas of professional learning, by restricting travel, eliminating released days, denying conference registrations, sometimes even eliminating instructional coaches, coaches and teacher leaders can take some lessons from Mario, Nintendo's mascot and star of numerous video games, created by Shigeru Miyamoto. Within the famous video games, Mario finds hidden treasures that give him special powers to face his foes and accomplish feats.

Mario has a number of "power ups" that allow him to exponentially increase his abilities, along with other special powers he can access. When he finds a cape, in *Super Mario World*, he has the ability to fly and glide.

When coaches gain their capes, they gain a new perspective — to see the broader view and to see beyond the present into the future. These abilities allow coaches to move teachers from the mire of current challenges to the possibilities that lie beyond.

In several games, Mario gains the ability to jump, spin, roll, and move in new ways. When coaches gain the flexibility to flip, spin, and jump, they have more opportunities to reach teachers who might be unreachable or to

leverage their work so that it more closely fits with teachers' needs.

With each special power Mario gains, he increases his capacity to accomplish his goals. He gains powers through crafty moves, solving problems, and searching for them in places they aren't logically found. Some powers, once earned, are his for the entire game. Others disappear over time.

Like Mario, coaches must power up for difficult times. To navigate through challenges, to reach further than they might normally, to support teachers who may feel particularly stressed about the reduction in resources within the school or district, coaches can power up their support.

Coaches can become the primary source of professional learning for teachers. They might model instructional practices for

teams of teachers rather than one teacher and facilitate a debriefing following the demonstration lesson.

Coaches can share articles, books, classroom strategies, or tips. For less than the price of sending one teacher to a workshop, coaches can conduct a book study with a whole grade level or part of a department. Coaches can invite teachers to "lunch and learns," during which they explore a new web-based teaching resource. Coaches might share the rich resources available on the



NSDC STANDARD

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Image courtesy of NINTENDO



Joellen Killion is deputy executive director of the National Staff Development Council.

For more information about NSDC's Standards for Staff Development, see www.nsd.org/standards/index.cfm

web sites of many museums, local community agencies, or federal agencies or departments such as NASA or the Library of Congress.

Coaches who are NSDC members can search the NSDC web site and use articles in *JSD*, *The Learning Principal*, *The Learning System*, *Tools for Schools*, and past issues of *Teachers Teaching Teachers*. Coaches may be members of professional associations, such as content associations, and might tap into the rich resources available through those associations that will help them with specific school goals.

Coaches can encourage teachers to share their most successful assignments, assessments, lesson plans, or unit plans with one another as a way of extending teachers' resource banks. Coaches can ask teachers to come together during faculty meetings to focus on instructional strategies that work for special student populations such as English language learners, special education students, gifted students, or students significantly below level.

Beyond the classroom and school, coaches can work with principals and other district leaders to broker available resources. They might tap special resource personnel in the district to address specific goals. For example, coaches might ask district special education directors for current publications with articles or resources to address needs within the school. They might ask the district's math or curriculum coordinator for videotapes of effective teaching, research on mathematics instruction, or other content-specific resources to share with teachers. Coaches can work with their principals to search leadership publications or other resources for relevant

resources to share.

Within their school communities, coaches might find other professionals who work in business and industry who have expertise in particular content areas to share with teachers. Within every community are those who know what others want to know, who have resources others would like, and who are willing to engage in inquiry and problem solving to explore others' issues and challenges. Coaches can use their knowledge of teachers' expertise to invite those who might be able to help one another come together in informal settings. Coaches may help those with special resources share because these people often are unaware that they have knowledge, skills, or materials others want.

Most importantly coaches can help their colleagues navigate diminishing resources with their attitudes. How coaches talk and think about declining resources makes a difference in the attitudes of others. For example, if the coach speaks negatively about the loss of professional development resources, others will believe that is an appropriate behavior. Instead, the coach can describe alternatives available for professional learning or engage teachers in brainstorming possibilities.

Coaches can "power up" to become resourceful when resources are scarce. From this perspective, they can help their colleagues face the challenges of reduced resources. Difficult times are often the best times in which to build a strong collaborative culture so that everyone's talents are recognized and contribute to the well being of the entire community. ♦

Coaches can encourage teachers to share their most successful assignments, assessments, lesson plans, or unit plans with one another as a way of extending teachers' resource banks.

OUR WINNERS

Congratulations to these winners drawn from those who responded to our December survey.



- **Wesley Oginski**, director of professional learning for the Rocky View Schools in Airdrie, Alberta, Canada. Winner of *Finding Time for Professional Learning*, the first book in NSDC's Topics in Professional Learning Series.
- **Susan Gold**, teacher at Presidio Middle School in the San Francisco (Calif.) Unified School District. Winner of a one-year NSDC comprehensive membership.
- **P. Colen**. Winner of *Team to Teach*, by Anne Jolly (NSDC, 2008).



David Schmidt is an assistant principal at Hawthorne Academy, a preK-8 public charter school in the San Antonio (Texas) Independent School District.

A guide on the trail to certification

Q How do you coach teachers for National Board Certification?

Our district has set up a formal process to help teachers districtwide with the process of National Board Certification. I meet with candidates at least once a month, more often as the year goes on, and we specifically address the work that teachers are doing with their portfolios. We look very closely at the process, analyze the portfolio, look at the standards, discuss work samples, talk about the technical aspects of videotaping, talk about the requirements for portfolios in terms of timelines; we do some critical brainstorming about the focus of each other's work.

Overall, my role is to support teaching, to be an instructional leader. The most important thing I've needed to know is what constituted high-quality teaching practices. I got my teacher certification as a second career. First as a parent, then as a volunteer in the school, then as a teacher, I

saw student engagement as a really important issue. I saw some of the older students not being quite as motivated and less engaged. We worked with teachers to figure out ways to make these kids more engaged.

In the classroom, I look for the kind of dialogue going on between the teacher and the student, but also among the students: lively discussions, people looking for different angles of the problem, critical thinking. If students are learning to analyze, then there's effective teaching going on. I try to help teachers learn how to manage their time; I work on helping teachers learn to ask more open-ended questions, not just purely recall facts, getting students to respond to that kind of question to get them engaged.

The point is to get a bigger cadre of effective teachers in our district. That's the bottom line. We ask, were the teachers able to be National Board Certified? But the most important thing is that they were able to spend time critically analyzing their practice — that's the goal. ♦

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5 strategies target bad behavior

By **Carla Thomas McClure**

Over the past two decades, behavioral interventions in U.S. elementary schools have addressed problem behaviors at the individual, classroom, and school levels.

Nearly all of the interventions include multiple strategies.

The U.S. Department of Education’s Institute of Education Sciences (IES) recently convened a panel of experts in behavioral research to examine the research on these interventions.

In their analysis, the experts gave special attention to findings that appeared across rigorous studies. Moderate to strong evidence was found for five key intervention components (see p. 11) that teachers can put to work in their schools and classrooms. These strategies are discussed in *Reducing Behavior Problems in the Elementary School Classroom*, an IES practice guide for educators.

The relationship between student behavior and learning

Efforts to improve student achievement rightly focus on academic interventions. To increase the likelihood that these efforts will yield positive results, however, schools need to mitigate the potentially negative effects of students’ disruptive or distracting behaviors. As every teacher knows, such behaviors can affect the student exhibiting them and also can erode the effectiveness of teaching and learning for everyone in the classroom.

The need to address problem behaviors is widespread. By some estimates, psychosocial problems that interfere with students’ ability to learn affect one in three students (Adelman & Taylor, 2005). The strategies recommended in the IES practice guide are intended for elementary teachers in general education classrooms. An underlying premise: Children’s behavior is learned, and classroom teachers play a critical role in establishing expectations and examples.

EDVANTIA™

Carla Thomas McClure is a staff writer at Edvantia (www.edvantia.org), a nonprofit research and development organization that works with federal, state, and local education agencies to improve student achievement.

FOUNDATIONAL PRINCIPLES

The expert panel convened by IES says the following principles run throughout the recommendations (p. 11):

Relationships are key.

Positive interactions between teachers and students — and between teachers within a school — are hallmarks of a healthy school environment. Small gestures such as greeting students by name and sending positive notes to parents show warmth and respect.

Cultural competence matters.

Teachers who establish inclusive classroom environments are careful to use unbiased language and select curriculum materials that honor the cultures and life experiences of all students.

Contextual factors should be taken into account.

Behavioral interventions will look different in 1st- and 5th-grade classrooms because of the difference in students’ ages and developmental levels. Large urban schools often face behavioral issues that differ in type and intensity from those seen in affluent suburban schools.

Data-driven practice is needed.

To target resources and interventions effectively, schools need to identify and address “behavioral hot spots,” times and places within the school in which challenging behaviors recur. Monitor progress and celebrate small successes; acknowledge that change doesn’t happen overnight.

Strategies to try

IN THE CLASSROOM

1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

If preventative measures have not worked for an individual student, try to pinpoint the problem and its effect on learning. Observe and take notes on how often the behavior occurs, and in what contexts. Try to identify what prompts and reinforces the behavior. Use this information to tailor an intervention that responds to the student's needs within the context of the classroom.



2. Modify the classroom learning environment to decrease problem behavior.

Clearly explain and reinforce classroom behavior expectations. Modify the room arrangement, schedule, or learning activities to meet student needs. Adapt or vary instruction to increase student engagement and opportunities for success.

3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Use individual and whole-class instruction to teach students socially and behaviorally appropriate skills. Give examples, opportunities for practice, and feedback. Maintain a positive climate in the classroom by emphasizing positive reinforcements for appropriate behaviors rather than “punishment” for inappropriate behaviors.

BEYOND THE CLASSROOM

4. Draw on relationships with professional colleagues and students' families for continued guidance and support.

Parents, school personnel, and behavioral or mental health professionals can provide insights, strategies, and supports.

5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs, and, if so, implement strategies shown to reduce negative and foster positive interactions.

A systemic approach requires that teachers, administrators, and other school personnel share responsibility for increasing positive interactions among students and staff.

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Adelman, H. & Taylor, L. (2005). *The school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom: A practice guide* (NCEE #2008-012). Retrieved from U.S. Department of Education, Institute of Education Sciences: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

TEACHING AMBASSADOR FELLOWSHIPS

Over the past seven years, the No Child Left Behind Act has increased accountability for student achievement in our nation's public schools, and no one knows this better than our nation's teachers. American public school teachers perform many vital roles in their classrooms and schools, but often lack the time and opportunities to serve as leaders beyond the local level. Teachers' daily experiences give them a distinctive, field-tested perspective on successful instructional and school improvement strategies that target the goals of NCLB.

The U.S. Department of Education uses the Teaching Ambassador Fellowship to tap into this knowledge and experience, and to give outstanding teachers an opportunity to contribute to — and learn more about — the greater debate about education in

Applications for the 2009-10 Teaching Ambassador Fellowship program, sponsored by the U.S. Department of Education, are being accepted through March 16. See www.ed.gov/programs/teachfellowship/index.html for application and information.

America. The program's goals are to:

- Create a community of teacher leaders who share expertise, learn from, and collaborate with policymakers on national education issues.
- Involve teachers in developing policies that affect the classroom
- Expand teacher leadership at the national, state, and local levels.

JORDAN FUNDAMENTALS GRANTS

The Jordan Fundamentals Grant Program was established in 1999 to recognize outstanding teaching and instructional creativity in public secondary schools that serve economically disadvantaged students. Grants averaging \$5,000 will be awarded to individual teachers for projects that will impact classroom innovation and improve instruction.

Applicants must develop an educational approach that supports improved student academic achievement and social, emotional, and behavioral interventions through student engagement, student teacher relationships, and/or building the capacity of teachers. Applicants are encouraged to involve students in the development of this plan or unit. The 2009 application cycle for the grant program ends March 30. For more information, see www.nike.com/jumpman23/features/fundamentals/overview.html.

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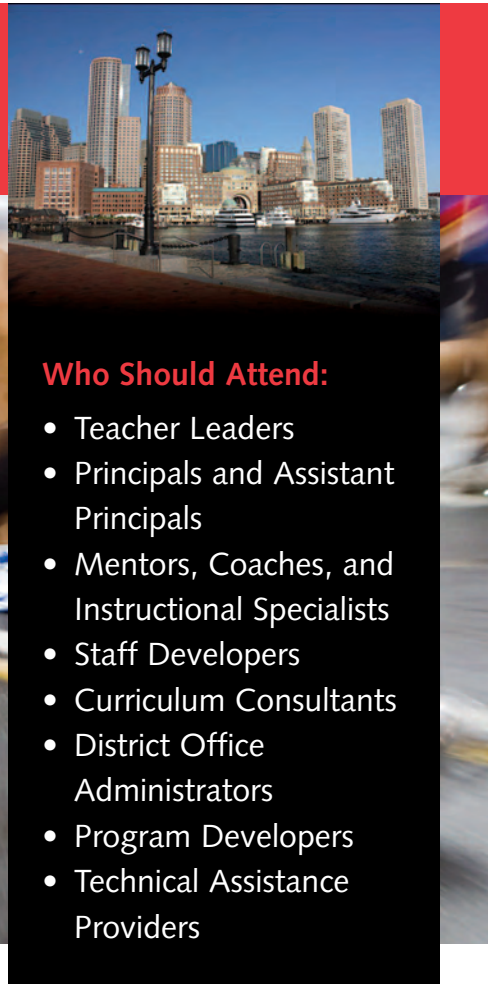
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