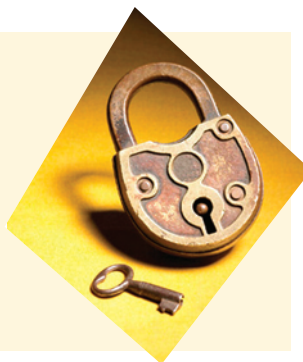


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CREATE A CHANGE IN CLASSROOM PRACTICE

www.nsd.org/elearning/programs/



Pat Roy

Join NSDC author **Pat Roy** for a four-week program starting **May 17** focused on implementing professional development **strategies that improve student outcomes**. Framed around NSDC's Standards for Staff Development, this program will assist school and district leaders in moving NSDC's standards into practice in ways that improve all students' learning. Program attendees will use NSDC's Innovation Configuration (IC) maps to understand the responsibilities of different role groups within a school and district in implementing the standards, and will discuss

how to share the ICs with colleagues in ways that strengthen their work as individual educators and as teams of learners.

GET A GUIDE TO EVALUATION

www.nsd.org/news/evalguide.cfm

NSDC and the Maryland Department of Education have jointly released *Teacher Professional Development Evaluation Guide*, a resource guide for assisting schools and districts to evaluate the impact of teacher professional development on teaching practice and student learning. The guide offers succinct recommendations for more frequent and more rigorous evaluation of teacher professional development to improve the quality of professional learning and its results for teachers and their students.



WHAT ABOUT THE LOW-PERFORMING TEACHER?

www.nsd.org/learningblog/

Hayes Mizell blogs about the challenge of low-performing teachers in a district and cautions that professional learning is not a quick fix. From his posting:

It isn't clear that education leaders who advocate professional development as a "fix" for low-performing teachers have carefully considered their proposal. There are many reasons why some teachers are not effective. The continuum of inadequate performance includes a wide range of pedagogical deficiencies and behavioral anomalies. It requires time and effort to understand why a teacher is not effective, whether professional development is a potential remedy, and how to organize a set of learning experiences that may significantly improve the teacher's performance. Such a process should be serious and thoughtful; every teacher deserves that."



Hayes Mizell

What do you think? Read Mizell's posting and others and offer your two cents.

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For each issue of *JSD*, turn to the web for tools created specifically to support the use of the magazine with learning teams. Tools include discussion guides for specific themes and articles and reflection questions.