

CALLING ALL HIGH SCHOOLS

Join the Learning School Alliance

Thanks in part to support from the Arthur Vining Davis Foundations and the MetLife Foundation, NSDC invites high schools to join the Learning School Alliance, NSDC's network of schools committed to improved professional practice and student achievement.

The Learning School process is



visit www.nsdc.org/alliance/.

Applications are due May 31 or until all openings are filled. For more information or to apply online,

based on research validating the effectiveness of professional learning communities in schools committed to improving the performance of both teachers and students. High school teachers and principals from no more than 30 schools will receive training, coaching, and facilitation to advance their skills in applying the NSDC

Learning School principles and practices. Community members will learn together in their own schools, with other schools through webinars and facilitated conversations, and at NSDC conferences. They will share openly their goals, their progress — and over time — their results. Other benefits of membership include:

- Two complimentary and two discounted NSDC Summer Conference registrations;
- NSDC's Standards Assessment Inventory;
- Library of books and materials;
- Learning School Innovation Configuration tool to map a strategy for improvement;
- Five NSDC comprehensive memberships;
- Four discounted NSDC Annual Conference registrations;
- Monthly webinars and facilitated conversations tailored to participants' needs;
- Technical assistance and coaching support; and
- 24/7 online community networking and e-learning platform.

Powerful words

"The eye sees only what the mind is prepared to comprehend."

— Henri Bergson

NSDC CALENDAR

May 31

Last day to save \$75 on registration for NSDC's 42nd Annual Conference in Atlanta, Ga.



July 18-21

NSDC's Summer Conference, Seattle, Wash.

July

Registration opens for NSDC's 42nd Annual Conference in Atlanta, Ga.

Dec. 4-8

NSDC's 42nd Annual Conference, Atlanta, Ga.

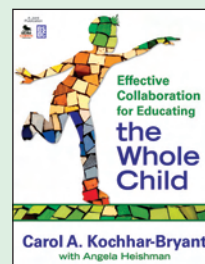


book club

EFFECTIVE COLLABORATION FOR EDUCATING THE WHOLE CHILD

It takes a team of professionals working together to support a child's emotional, physical, and academic development. In the next NSDC Book Club selection, Carol A. Kochhar-Bryant examines collaboration between educators to successfully teach children with complex learning needs, both with and without identified disabilities.

Developmentally responsive school environments depend on constructive relationships among the adults in a student's



life, making this a vital resource for anyone who interacts with children.

Through a partnership with Corwin Press, NSDC members can add the Book Club to their membership at any time and receive four books a year for \$49. To receive this book, add the NSDC Book Club to your membership before June 15. It will be mailed in July. For more

information about this or any membership package, call NSDC at 800-727-7288 or e-mail NSDCoffice@nsdc.org.



To have the greatest impact on student learning, every educator needs to be an instructional leader

I have worked in leadership development for years, working with principals at all stages of their careers. I have led leadership academies that provided professional development for aspiring principals, beginning principals, midcareer principals, and veteran principals. My work has affirmed what so many in this issue of *JSD* attest to — an effective school leader is essential to move a school toward success.

In a school, instructional leadership isn't just the principal's responsibility. My belief is that if every educator's goal is for all children to learn at high levels, then every educator must wear the mantle of instructional leader. Roles in a school or system shouldn't dictate whether instructional leadership is an educator's responsibility — the goals for students should. An educator's position in the system simply determines how he or she fulfills leadership responsibilities.

What is instructional leadership? Instructional leadership is being relentless about improving teaching and learning. It is having a personal vision of what students can accomplish and being able to articulate that vision to the people in your sphere of influence, whether they are central office staff, principals, teacher leaders, teachers, parents, or students. Instructional

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Ingrid Carney is president of the National Staff Development Council.

on board INGRID CARNEY

leadership is being knowledgeable about teaching, learning, assessment, and use of data to improve everything. Effective instructional leaders observe, monitor, provide critical feedback, and work toward continuous improvement. They also provide coaching support and opportunities for reflection and growth. They know the value of communication and develop skills for having difficult conversations and building coalitions aligned toward a common vision.

In an aligned system, superintendents provide a supportive instructional context for central office staff and building leaders. Central office staff members ensure support and technical assistance to schools. Principals create a nurturing and stimulating learning environment for teachers so that they grow, create, and innovate. Teacher leaders and coaches provide modeling, support, and skills development for teachers. Teachers build classrooms that support, nurture, and stretch students and their learning. This is a model that brings NSDC's purpose to life: "Every educator engages in effective professional learning every day so every student achieves." When adults learn, children learn.

I know I'm not alone in feeling a sense of urgency about ensuring effective

leadership. Leaders have an opportunity each day to create great learning experiences for children and adults, but those days pass quickly, and those opportunities pass. And, while I see the challenge in instilling and aligning this definition of leadership in school systems, the good news is that educators can learn to be a new type of leader. The professional learning that NSDC envisions for every educator puts leaders in collaborative learning environments where they can develop the expertise they'll need. With learning communities thriving at every level of a system and a guiding vision that permeates the work, the alignment of leadership actions will move students forward.

Coherent, aligned systems will have the greatest impact on student learning. In order to do this, every educator must see themselves as instructional leaders, and every conversation should begin with these questions: "What do the children need? What can we do? What else can we do? What else?"

I know I'm not alone in feeling a sense of urgency about ensuring effective leadership. Our students can't wait. We have to deliver, no matter what. No excuses. ■



- Barbara Alford
- Amy Allen
- Karen Anderson
- Lea Arnau
- Laurie Ballering

- Tiffany Blatt
- Linda Bluestein
- Kitty Blumsack
- Rob & Kathy Bocchino

- Nancy Carey
- Stephanie Carlos
- Ingrid Carney
- Cathy Caro-Bruce
- Richela Chapman

- Christy Colclasure
- June Cole
- Myra Collins
- Colorado Staff Development Council

- Lori Colvin
- Leslie Conery
- Connecticut Staff Development Council

- Debbie Cooke
- Doris Cornell
- Tracy Crow
- Sandee Crowther
- Linda Davin

- Jan Davis
- Ann Delehant
- Mark Diaz
- Peggy Dickerson
- Sydnee Dickson
- Elizabeth Dillon-Peterson

- Gail Donahue
- Victoria Duff
- Keith Dunham
- Karen Dyer
- Randy G. Earl
- Lois Easton

- Jenny Edwards
- Sue Elliott
- Margaret Fair
- Mike Ford

- Mary Barbara Forio
- Sue Francis
- Carol François
- Carrie Freundlich
- Elaine Gilbert
- Trish Goddard
- William C. Graustein
- Rachel Grim
- Donald Gross
- Dottie Hager
- Dale Hair
- Cindy Harrison
- Shirley Havens
- Stephanie Hirsh
- June Hogue
- Stefanie Holzman
- Bruce/Judi Hord
- Shirley Hord
- Sherri Houghton
- Victoria Houston
- John Hudson
- Gale Hulme
- Iowa Staff Development Council
- Sharon Jackson
- Kansas Staff Development Council
- Lawrence Katz
- Kathy Kee
- Mori Kemper
- Sue Kidd

Foundation tops fund-raising goal of \$40,000

The Impacting the Future Now Foundation surpassed its goal of raising \$40,000 in honor of NSDC's 40th birthday. The foundation will use these funds to provide ongoing support for grants and scholarships. The 2010 awards will be announced shortly.



The funds include more than \$6,700 raised at the silent auction at NSDC's 2009 Annual Conference. Many thanks to those who organized the auction and the many conference goers who made purchases. Their names, and those of donors to the foundation, are listed here. We have made every effort to provide a complete list of 2009 donors and sincerely regret any errors or admissions. Please contact Sybil Yastrow (sybil@yastrow.com) with corrections.

The foundation is dedicated to furthering NSDC's purpose by supporting a new generation of leaders in professional learning. Learn more about the foundation's scholarships and grants at www.nsd.org/getinvolved/foundation.cfm.

Please consider a donation today. Your contribution will enable the foundation to continue its commitment to continuous learning for tomorrow's leaders.

- Cathy Berlinger-Gustafson
- Dennise M. Berry
- Helene Bickford
- Kathy Blackmore

- Mark Bower
- Betty Burks
- Dr. & Mrs. David Butts
- Sally Caldwell

- Sue Chevalier
- Charles Clemmons
- Heather L. Clifton
- Michael Cohan
- Lenore Cohen

Future NSDC leaders:

BOARD NOMINATIONS DUE JUNE 1

NSDC is seeking candidates for three open positions on the NSDC Board of Trustees. Members whose terms expire this year are past president Charles Mason, Alabama; Cheryl Love, Georgia; and Ed Wittchen, Alberta, Canada. The election will be held in September, and new board members will join the board at the conclusion of NSDC's 2010 Annual Conference in December.

To qualify to run for office, an individual must be a current NSDC member and have been a member for at least two years;

Find an application and details at www.nsd.org/about/elections.cfm.

have attended at least one NSDC annual conference; be employed in the field of education; and have not served on the board during the past two years. Special consideration will be given to candidates employed by K-12 school districts.

Members interested in nominating themselves or other NSDC members should submit an application to Joel Reynolds, board secretary, by e-mail to joel.reynolds@nsdc.org by June 1, 2010.

- Joellen Killion
- Chris Kingsbery
- Tamara Kirshtein
- Riva Korashan
- Cheryl Love
- Thomas Manning
- Charles Mason
- Sue McAdamis
- Linda Michael
- Leslie Miller
- Missouri Staff Development Council
- Mistler Family Foundation
- Hayes Mizell
- Gayle Moller
- Terri Morganti-Fisher
- Linda Munger
- National Staff Development Council
- Patrick Nelson
- New Hampshire Staff Development Council
- Tyrone Olverson
- Linda O'Neal
- Bill Osman
- George Perry
- Kay Psencik
- Joanne Quinn
- Phyllis & Jack Rademacher
- Ronni Reed
- Marceta Reilly

- Joel Reynolds
- Edith Richardson
- Marti Richardson
- Amanda Rivera
- Sharon Roberts
- Kathy Roed
- Judith Rogers
- Deborah Roody
- Jim Roussin
- Pat Roy
- Kenneth Salim
- Deanna Sanchez
- Helen Santiago
- Sue Schiff
- Carole Schmidt
- Susan Schultz
- Laverne Scott
- Rosemary Seitel
- Linda Shaw
- Sue Showers
- Charlene Shrull
- Suzanne Siegel
- Silver Strong & Associates
- Paul Smith
- Suzie Smith
- Bill Sommers
- South Carolina Staff Development Council
- Helene Spak
- Dennis Sparks
- SPEED School District #802

- Willa Spicer
- Pam Spruiell
- Staff Development Council of Arizona
- Staff Development Council of Ohio
- Christine Stevenson
- Ava Sweet
- Tom Swenson
- Judith Tarlo
- Jetta Tarr
- Niki Taylor
- Renee Taylor
- Chris Templeton
- Gayle Thyrring
- Don Unger
- Virginia Staff Development Council
- Rosie Vojtek
- Stephanie Wagers
- Evelyn Wagner-Wright
- Jody Westbrook
- Shelby Wiley
- Diana Williams
- Sheila Wilson
- Jim Winter
- Ed Wittchen
- Steve Wlodarczyk
- Jody Wood
- Sybil Yastrow
- Joan Zaretsky
- Randy Zila

NSDC'S PURPOSE:

Every educator engages in effective professional learning every day so every student achieves.



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BOARD OF TRUSTEES

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President

Mark Diaz (2012)
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Sue Elliott (2011)

Cheryl Love (2010)

Charles Mason (2010)

Past president

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Ed Wittchen (2010)

WE'VE BEEN HEARD ON THE HILL

On April 15, Executive Director Stephanie Hirsh testified before the Senate Committee on Health, Education, Labor, and Pensions as part of a hearing on the reauthorization of the Elementary and Secondary Education Act. Hirsh spoke of the importance of NSDC's definition of professional development and how its inclusion in the next version of No Child

An archive of the hearing is available at <http://help.senate.gov>.

Left Behind could significantly improve the quality of professional development in schools and districts.

Panelists included representatives of American Federation of Teachers, New Leaders for New Schools, the New Teacher Center, and the New Teacher Project.