

Foundation winners take the spotlight

The board of NSDC's foundation is proud to award the following grants and scholarships to outstanding NSDC members who work diligently each day to live NSDC's purpose.

The award categories and recipients for 2010 are:

Lynne Chidley Scholarships

The Lynne Chidley Scholarships provide funding to support participation in the NSDC Academy. Winners are **Karla McAdam**, reading resource specialist for the Decatur Public (Ill.) Schools, and **Jill Brady**, professional development Title I grant coordinator for the Fort Wayne (Ind.) Community Schools.

Bridge Builder

The Bridge Builder award supports leadership development for principals in high-priority schools. The winner is **Laurie Haynie**, principal of Calvert Elementary in Prince Frederick, Md.



These grants and scholarships could not be possible without donations from our membership. Further NSDC's purpose by supporting these grants and scholarships with your donation. Learn more about the winners and donate to IFN today.

www.nsd.org/getinvolved/foundation.cfm

E⁶ Grant

The E⁶ Grant supports a team's efforts to advance NSDC's purpose. The

E⁶ Grant is awarded to **Marietta Middle School** in Marietta, Ga., for its project to develop peer coaching to support teacher job satisfaction and quality instruction.

Carmen Nylund Memorial Fund Academy Scholarship

The new Carmen Nylund Memorial Fund Academy Scholarship provides opportunities to develop leaders in professional learning and is awarded to educators in specific counties in South Carolina. **Cynthia Cash-Greene**, superintendent of Orangeburg County School District #3, is the recipient and will enroll in next year's NSDC Academy class.

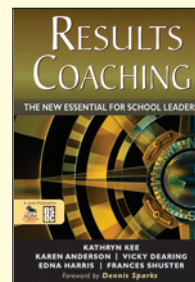
NSDC Affiliate Grant

The new NSDC Affiliate Grant is awarded to the **Indiana Affiliate**, which is working to assist school board members to ensure NSDC's definition be implemented in policies across the state.

book club

RESULTS COACHING: THE NEW ESSENTIAL FOR SCHOOL LEADERS

Learn about a leadership model based on building coaching relationships with staff members to help them develop as professionals. Becoming a coach-leader is a new identity that challenges leaders to walk the talk, continuously growing and improving themselves before leading and modeling for others. In the next NSDC Book Club selection, authors Kathryn Kee, Karen Anderson, Vicky Dearing, Edna Harris, and Frances Shuster build upon coaching standards and competencies to help leaders energize the potential of everyone they touch.



Use this blueprint to guide educators to create productive school cultures. The book covers language that builds trust and confidence, methods for effective communication, and strategies for conducting open and reflective conversations.

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 Sept. 15. It will be mailed in October. For more information about this or any membership package, call NSDC at 800-727-7288 or e-mail NSDCoffice@nsdc.org.



Begin with the central office to transform schools into learning organizations that serve all students

School improvement that makes schools better places for all kids to learn and succeed is the goal of urban, suburban, and rural school districts. Many stakeholders share this goal — school boards, principals, parents, teachers, agencies at the federal, state, and local levels, educator unions and associations, university schools of education, philanthropic organizations, and policymakers. One step in the right direction is to structure central offices in a way to support each school's ability to effectively advance learning.

Like schools, central offices can advance when they have strong professional learning communities. Professional learning for all educators is the best chance we have to improve the skills of our workforce. Michael Fullan explains in his book, *Six Secrets of Change* (Jossey-Bass, 2008), that if we love our employees, and connect peers with purpose in ways that can best build their and their colleagues' capacity, the organization becomes a learning organization. Knowledge flows as people pursue and continuously learn what works best. The result is a district that provides better opportunities for every principal, teacher, and student to learn and grow.

Central offices play a key role in

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on board INGRID CARNEY

helping schools and districts become learning organizations.

Two ways in which central offices can advance this purpose are to:

1. Re-create the central office as a professional learning community; and
2. Model and support the development of schools as professional learning communities.

Alignment and coherence of purpose and work are important factors in helping school districts progress. Central office employees tend to work in silos, based on their department or function. Very often, departments in central offices are working on different aspects of the same problem, but they don't come together to align their work or to realize solutions to problems. Often, the result is duplication of efforts, inefficient use of time and people resources, and a lack of alignment and coherence in the work of the district.

When central office administrators organize themselves into professional learning communities, they, their schools, and their students derive many benefits. The central office professional learning community:

- Creates a common forum for district administrator learning and dialogue around common issues and concerns

in the schools;

- Builds a culture of universal responsibility and accountability for students and their success;
- Helps to create alignment and coherence in the district;
- Uses data to shine a spotlight on issues that need to be addressed; and
- Breaks down the silo effect and creates a community of practice.

Professional learning communities at the central office level can provide stronger leadership and support for the work that must be done by school leaders and

teachers in the district's schools. The professional learning community takes advantage of the strengths that each administrator brings to his or her work and amasses that knowledge in ways that better serve the schools and improve opportunities for all students to learn and succeed.

REFERENCE:

Fullan, M. (2008). *Six secrets of change: What the best leaders do to help their organizations survive and thrive.* San Francisco: Jossey-Bass. ■



NSDC'S PURPOSE:

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



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NSDC CALENDAR

July 18-21	NSDC's Summer Conference, Seattle, Wash.
July	Registration opens for NSDC's 42nd Annual Conference in Atlanta, Ga.
Sept. 17	Proposal deadline for NSDC 2011 Summer Conference in Indianapolis, Ind.
Sept. 25	Shirley Hord Learning Team Award submission deadline
Oct. 15	Last day to save \$50 on registration for NSDC's 42nd Annual Conference, Atlanta, Ga.
Dec. 4-8	NSDC's 42nd Annual Conference, Atlanta, Ga.

NSDC supports Great Teachers for Great Schools Act

Rep. Jared Polis (D-Colo.) has introduced the Great Teachers for Great Schools Act, a bill designed to “provide high-quality professional development to improve teacher quality and student achievement in our nation’s schools.” The proposed bill would transform educator professional learning in the U.S. by introducing NSDC’s definition of professional development into the reauthorized Elementary and Secondary Education Act.

Help teams of educators understand NSDC’s definition of professional learning by using the video vignettes at www.nsd.org/standfor/definition.cfm.

In a statement supporting Polis’ bill, NSDC Executive Director Stephanie Hirsh said the bill “recognizes quality professional development must directly address student learning needs, be led by instructional leaders and teachers, and be constantly evaluated for its impact on student achievement.”

Race to Indy next summer

NSDC is now seeking proposals for concurrent and roundtable sessions for NSDC’s 2011 Summer Conference on School-Based Professional Learning for Teacher Leaders and the Administrators Who Support Them. Plan to share your work next summer with teams of educators in Indianapolis July 17-20, 2011.

All sessions for this conference should include a teacher leader. Strands include teacher leadership, administrator development, learning communities, the learning gap, new teacher support, technology, and professional learning processes.

The proposal deadline is Sept. 17, 2010. NSDC provides discounted conference registration for presentation teams. Apply online (www.nsd.org/summerconference11) and encourage your peers to do the same.

