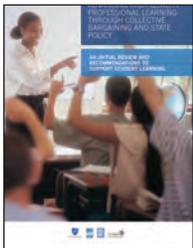


THE ROLE OF COLLECTIVE BARGAINING

www.nsd.org/news/advancinghighqualityprofessionallearning.pdf



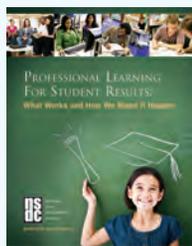
Through collective bargaining agreements and state policies, local school districts and states establish the conditions, resources, and processes for professional learning that strengthen teaching and student learning. NSDC, the American Federation of Teachers, the Council of Chief State School Officers, and the National Education Association joined together to examine how high-quality professional learning can be provided to all educators in all school settings. Each partner joined this national initiative to share collective bargaining agreements and

state policies that support high-quality professional learning for every teacher. Read *Advancing High-Quality Professional Learning Through Collective Bargaining and State Policy* to explore specific policies and recommendations for future actions.

READ OUR LATEST ANNUAL REPORT

www.nsd.org/standfor/NSDC2010AnnualReport.pdf

Covering NSDC's recent accomplishments in advancing the field, this 2009-10 annual report showcases policy, partnerships, products and services, foundation work, financial information, and member perspectives. Use portions of the report for advocacy purposes or to introduce new members to NSDC.



WATCH LEARNING IN ACTION

www.nsd.org/standfor/definition.cfm

"Stults Road Elementary School: Professional Learning in Action" is a new video available on the NSDC web site. The video brings to life NSDC's definition of professional learning. Experience a math vertical cadre meeting where members engage in a real-life cycle of continuous improvement.

WHAT DOES JOB-EMBEDDED MEAN?

www.nsd.org/news/jobembeddedPDbrief.cfm

Most educators agree that job-embedded professional learning is a core component of any reform effort. What they don't agree on is exactly what "job-embedded professional development" means. NSDC has partnered with the National Comprehensive Center for Teacher Quality and the Mid-Atlantic Comprehensive Center to produce *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*. The brief aims to build consensus about what constitutes job-embedded professional learning and offers recommendations for implementation.

CHANGE WE BELIEVE IN

www.nsd.org/learningblog/

Hayes Mizell asks:

What is professional development change we can believe in? Some things are fundamental. It would be quite a change, for example, if states, school systems, and schools took seriously NSDC's Standards for Staff Development and Standards Assessment Inventory and routinely used these tools as a framework for conceiving, planning, and organizing every professional development experience. Though at least half of the state education agencies and many school systems have adopted the standards, there is little evidence that they have honored and effectively used them to drive daily practice. But there is an even simpler standard to guide professional development: Will the professional development increase the productivity of the educators who engage in it, and how will we know?



Hayes Mizell

Read the rest of Mizell's posting and share your opinions.