

MetLife Foundation supports standards revision

NSDC has received a \$250,000 grant from MetLife Foundation to initiate the revision of NSDC's Standards for Staff Development. First published in 1995 and revised in 2001, NSDC's standards represent the collaborative work of NSDC and 17 other professional associations. Based on research, the standards define effective professional development and guide schools and districts in implementing professional learning to improve student achievement. MetLife Foundation's support reinforces its commitment to increasing teacher effectiveness and strengthening the role of collaborative leadership in schools.

"It has been almost 10 years since the standards were revised. Standards revision is essential to respond to new research in the field and requests from successful practitioners," said Stephanie Hirsh, NSDC's executive director. "Through the revision process, NSDC will align the standards to the new definition of professional learning. Because NSDC leads



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the national conversation in relation to professional development, this effort has tremendous potential for impact on educators and students. Through the standards revision, NSDC once again will assist practitioners and policy makers by developing tools and strategies that translate policy into practice."

NSDC will revise the standards over two years. During the first year, NSDC and partners will focus on developing the revised standards. In the second year, NSDC will revise the supporting materials educators need to implement the standards into practice.

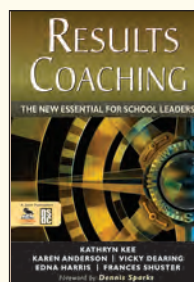
"NSDC made a significant, ground-

breaking contribution to the field of education with the development of its Standards for Staff Development in 1996 and their revision in 2001," said Dennis White, president and CEO of MetLife Foundation. "Many factors combine to compel a careful revision of the standards at this time: growing economic challenges, new research on teacher and leader effectiveness, persistent gaps in student achievement, particularly in disadvantaged schools, and an urgency to better prepare all students for a demanding future. We recognize the significance of the work and are pleased to encourage and support this important initiative."

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.



How a framework for reaching out to boys helped Boston make social justice progress

In its October 2006 policy brief, *Are Boys Making the Grade? Gender Gaps in Achievement and Attainment*, the Rennie Center for Education Research and Policy noted that the gender gap is real and has a negative effect on boys, most notably black and Latino boys. The sharp decline in enrollment among black and Latino males is just one indicator that these groups need particular attention. Additional research clarifies that these groups are typically at the lowest end of the achievement spectrum.

When I served as deputy superintendent for Boston Public Schools, I worked with a cohort of 44 K-12 principals and headmasters to create a model that supports minority males and helps them to reach or surpass proficiency on state assessments, empowering them to access the American dream. Together, we created the 10 Boys Initiative to close achievement gaps.

The 10 Boys Initiative is a proposition for equity, with differentiated support for a select group of boys to help them reach academic and social goals. Each school identifies and develops a cohort of 10 boys who score in the “needs improvement” category and moves them to

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on board INGRID CARNEY

proficiency through a focus on:

- Principal leadership;
- Academic tutoring and support;
- Social/emotional support;
- Leadership opportunities; and
- Parent engagement.

Working within the framework that outlines the critical dimensions above, principals took the lead to bring the program to life. They met regularly with the boys for book talks and life discussions; they set goals and signed learning contracts with each young man; they met with parents; they provided resources for tutoring and academic intervention; they provided field trips, guest speakers and other social activities; and they helped the boys choose fun names for their group. Some of my favorites are: the Ten Kings, the LIVE Brothers (Loyal, Intelligent, Victorious, Everlasting), the A Team, the Gentlemen’s Club, and My Brother’s Keeper.

Participating students experienced significant academic results. After one year of implementation involving a total of 380 boys in grades 3-10 in 38 schools, the results were:

- 110% increase overall in the number of boys scoring proficient or advanced in English and language arts, from 16.7% to 35%;
- 123% increase overall in the

number of boys scoring proficient or advanced in mathematics, from 12.3% to 27.4%; and

- 368% increase in the number of 10th-grade boys scoring proficient or advanced in mathematics, from 11.8% to 55.2%.

In year two, the Ten Boys Initiative expanded to include nearly 1,000 boys.

Principals and teachers provided feedback about the impact of the 10 Boys Initiative. One principal said, “A concentrated effort on a high-risk group produced results. That’s fact! The students, parents, and teachers accepted the challenge with significant results. Much can be learned from this initiative.” One teacher commented, “The Ten Boys Initiative has had an incredibly positive effect that is quite noticeable in the classroom. Alonzo’s sense of self has been elevated and has coincided with improvements in his schoolwork. He has great potential and is now realizing that if he puts his mind to it and believes in himself, he can accomplish much more than he has previously thought.”

I’m proud of the social justice work we accomplished through the 10 Boys Initiative and would be happy to talk about it with you any time. ■



NSDC'S PURPOSE:

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



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NSDC CALENDAR

September	SAVE THE DATE: Board election takes place in September NSDC will elect new members of the Board of Trustees in September. Beginning in late August, the slate of candidates will be available online. Members will vote online or by mail-in ballot during September. New trustees will join the board in December at NSDC's 42nd Annual Conference in Atlanta.
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.

TAKE A BOW

With gratitude to the sponsors of NSDC's 2010 Summer Conference in Seattle. Your generous support is essential to our success.

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