

UPDATE

Rhonda Baldwin
President

Sharon Moore
President-Elect

Lea Arnau
Past President

Judy Godfrey
Secretary

Anita Richardson
Treasurer

Ingrid Jones
Director, District 1

Bari Geeslin
Director, District 2

L. C. Evans
Director, District 3

Cheryl Hungerford
Director, District 4

Elaine Lunsford
Director, District 4

Jabra Harden
Director, District 5

Chris Smith
Director, District 6

Gloria Gabriel
Director, District 6

Kathy Carrollton
Director-At-Large
Georgia DOE

David Hill
Director-At-Large
Higher Education

Kathy O'Neill
Executive Secretary

From President Rhonda Baldwin

Greetings Fellow Professional Learners,



I look forward to beginning my morning on **Wednesday, March 12th** with my Professional Learning friends and colleagues from across the State of Georgia. As I enjoy a cup of coffee and a croissant, I will be catching up with friends and meeting new acquaintances. I look forward to checking in and receiving my Conference Agenda so that I can review my learning plans.

As I enter the larger meeting room, I am eager to see Joellen Killion, Deputy Executive Director of National Staff Development Council, as she prepares to facilitate our morning learning. Joellen will help us connect “*The Georgia Keys*” to “*Assessing Impact*” as we continue to learn about Professional Learning Evaluation processes. I anticipate that time will pass quickly with Joellen and I will find myself enjoying lunch with colleagues and hearing from Wanda Creel as she shares her thoughts on continuous school improvement in Georgia.

After lunch, I look forward to learning more about Georgia’s “*Keys to Quality: Unlocking Continuous Improvement*” through an awareness discussion. I want to understand how to utilize the resources we have been provided. I am looking forward to working collaboratively with my table learning team as we take virtual tours through some of Georgia’s classrooms. My table learning team will be engaging in observation protocols based on Georgia’s “*School Keys*”. I am eager to see how my virtual tour observation compares with my colleagues as we look for evidence of curriculum, instruction, and assessment strategies.

Having learned more about the “*Keys to Quality*” and how to “*Assess Impact*” on Wednesday, I am anxious to participate in several break out sessions on **Thursday, March 13th**. As I plan my day to meet my learning needs, I would like to participate in every break out session:

- An Elementary School will share their success story as they used “*Keys to Quality*” to improve student performance;
- A Middle School will share their success story as they used “*Keys to Quality*” to improve student performance;
- A High School will share their success story as they used “*Keys to Quality*” to improve student performance;
- Representatives from the Department of Education will provide insight to district leaders on how to use the “*Keys to Quality*” from a district planning perspective to foster systemic change;

Inside this issue:

Suggestive Evidence	2
NCLB Interim Report	2
Augusta Eateries	2
Keynote Speaker	3
PD Center	3
UP	3

Instructional Leadership, Teaching Quality, and Student Achievement: Suggestive Evidence from Three Urban School Districts

The following is from a 223-page report of a study by MDRC, a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works to improve the well-being of low-income people. The study examined a theory of school change articulated by the Institute for Learning at the University of Pittsburgh. According to the IFL's theory, through leadership training, school principals learn about high-quality instruction and about actions that they can take to motivate and support their teachers. Principals then organize professional learning for their teachers and otherwise help teachers improve their classroom practices. With improved instruction, the theory maintains, student achievement will also improve. To test this theory, MDRC researchers recruited 49 elementary schools in three districts that had been working with the IFL for one to five years at the time the study began.

“[T]hese findings suggest that delivering instruction-related professional development to principals may be an effective first step toward increasing opportunities for professional development offered to teachers at their schools. Principals who reported receiving more instruction-related professional development and valuing it more were more likely to organize formal professional development for their teachers and otherwise to engage with their teachers in instructional improvement efforts. In schools where principals reported greater involvement in these activities, teachers also reported receiving more professional development; while such concurrence is to be hoped for, it is by no means assured. Further, relationships were observed between the professional development received by teachers and instructional quality:

- In schools where teachers reported that they received more instruction-related professional development, researchers were more likely to observe higher implementation of the Principles of Learning in reading lessons.

(Continued on page 4)

If you're staying for the weekend, the St. Patrick's Day festivities are on the River. Otherwise you'll be professionally developing. But, you wonder, where can I go to eat? Well there are abundant restaurants relatively close to the hotel. There will be something to satisfy anyone's taste — from fine dining to casual to lounges. Check out <www.augustaga.org/index.cfm> for some great detail on Augusta. Another site you can take a look at is <www.HelloAugusta.com>



Grand
Staircase
Marriott
Augusta

State and Local Implementation of the No Child Left Behind Act – Volume 2 - Teacher Quality Under NCLB: Interim Report

“Nearly all teachers at all levels reported that they participated in content-focused professional development focused on instructional strategies for teaching reading or mathematics. However, few teachers participated for an extended period of time. Even though 90 percent of elementary teachers reported that they participated in at least one hour of professional development focused on instructional strategies for teaching reading, only 20 percent participated for more than 24 hours over the 2003–04 school year and summer. Fewer teachers of mathematics (9 percent for elementary and 16 percent for secondary mathematics) reported that they participated in extended professional development on instructional strategies for teaching mathematics. Teachers were unlikely to participate in extended professional development focused on “in-depth study” of reading and mathematics topics (NCLB set a goal that every teacher would receive high-quality professional development by the end of 2006 and required states to report their annual progress toward that goal). The law provided great detail about what constituted high-quality professional development, but this detailed description still left a great deal of flexibility for interpretation. The entire discussion of the quality of teacher professional development turns on the interpretation of this definition. If high-quality professional development is defined minimally as at least one experience that is longer than a one-day workshop, most teachers were receiving high-quality professional development. However, if high-quality professional development means content-focused, sustained learning experiences, most teachers were not receiving high-quality professional development.”



Joellen Killion, Deputy Executive Director, National Staff Development Council will keynote the March 12 session of the spring conference. Her writings for NSDC publications include two columns for the *JSD The Code*, which poses a variety of ethical challenges for staff developers, and *Skill Shop*, which offers practical strategies for implementing professional learning visions. Her special project work ranges from the identification of results-based staff development programs across the country to the implementation of the NSDC standards in e-learning environments.

Welcome to GLC's Professional Development Center

Are you looking for professional development resources to enhance and support your school improvement efforts? Are you looking for resources to help develop sound teaching strategies...best practices...good pedagogy...authentic assessment? Organized by categories and sub-categories, this collection of documents, multimedia, and Web links is designed for ease of use and quick implementation. Instructional leaders may choose from among a number of pre-packaged, customizable programs or may choose individual components and create their own programs specifically designed to meet the needs of their local systems or cohorts. Additionally, individual educators may find resources to meet the needs of their own professional development goals. Go to <http://www.glc.k12.ga.us/ProDev/> and see what you can discover.

UP!

You lovers of the English language might enjoy this.

There is a two-letter word that perhaps has more meanings than any other two-letter word, and that is “UP”.

It's easy to understand **UP**, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake **UP**? At a meeting, why does a topic come **UP**? Why do we speak **UP** and why are the officers **UP** for election and why is it **UP** to the secretary to write **UP** a report?

We call **UP** our friends. And we use it to brighten **UP** a room, polish **UP** the silver, we warm **UP** the leftovers and clean **UP** the kitchen. We lock **UP** the house and some fix **UP** the old car. At other times the little word has real special meaning. People stir **UP** trouble, line **UP** for tickets, work **UP** an appetite, and think **UP** excuses. To be dressed is one thing, but to be dressed **UP** is special.

And this **UP** is confusing: A drain must be opened **UP** because it is stopped **UP**. We open **UP** a store in the morning but we close it **UP** at night.

We seem to be pretty mixed **UP** about **UP**! To be knowledgeable about the proper uses of **UP**, look the word **UP** in the dictionary. In a desk-sized dictionary, it takes **UP** almost 1/4th of the page and can add **UP** to about thirty definitions. If you are **UP** to it, you might try building **UP** a list of the many ways **UP** is used. It will take **UP** a lot of your time, but if you don't give **UP**, you may wind **UP** with a hundred or more. When it threatens to rain, we say it is clouding **UP**. When the sun comes out we say it is clearing **UP**.

When it rains, it wets the earth and often messes things **UP**. When it doesn't rain for awhile, things dry **UP**.

One could go on and on, but I'll wrap it **UP**, for now my time is **UP**, so it is time to shut **UP**!

Spring Conference

Marriott Augusta

March 12-13

www.regonline.com/63333-164494D

[Control + click to follow the link]

We're on the Web!

www.gasdc.org



High Quality Professional Learning
for Every Educator Every Day

- Schools where teachers placed greater value on the professional development that they had received related to the Principles of Learning were observed to have higher implementation of these principles in math lessons.
- A direct relationship was observed between the role that principals played in professional development for teachers related to Academic Rigor and Clear Expectations and higher implementation of these principles in reading lessons.

These findings suggest that providing more professional development to teachers can help them improve their instructional practices, especially in reading. Furthermore, these findings provide some evidence for a direct link between principals' involvement in professional development for teachers on good instructional practices and teachers' implementation of these practices, at least in reading lessons."



P. O. Box 942024
Atlanta, GA 31141

Phone: 404-723-9211
Fax: 877-792-2517
E-mail:

TLCATLANTA@UREACH.COM

Spring Conference - y'all come!

(From The President continued from page 1)

- The New Georgia Teacher Evaluation Process will be discussed by leaders from the Department of Education and we will learn how Georgia's Teacher Evaluation Process will be directly linked to the "Keys to Quality";
- Department of Education Math Leaders will provide insight on how to use the "Keys to Quality" to support the Georgia Math Performance Standards;
- Coaching will be the success story recipe as one Elementary School shares how they impacted school context, processes, and content; and
- Carlene Murphy will be with us to provide expert guidance on facilitating *Whole Faculty Study Groups*.

I am going to have to bring some colleagues from my district so that we can collectively participate in all of the learning opportunities provided through the break out sessions.

As my day winds down, I look forward to participating in the reflective protocol GSDC has planned that will help me determine my next steps as I return to my district. I want my learning at the GSDC Spring Conference to lead to positive action and productive steps as I serve my school district.

What are you looking forward to? How will you plan for your successful learning?

Take Action Now - The first step is to Register! www.gasdc.org or www.regonline.com/63333_164494D

And don't forget your lodging room at the special GSDC rate. You can make reservations at:

<http://marriott.com/AGSMC?groupCode=SCLSCLA&app=resvlink>



Marriott Augusta
Hotel & Suites