

WEDNESDAY, March 11

9:00-11:45

A. “Mikey Liked It” but Did It Work? We all believe in the value of the staff development we offer, and most of us believe that evaluating the effectiveness of these activities is important. However, we often fail to meet even our own expectations for conducting evaluation that provides us with meaningful information about whether our staff development was effective and why (or why not). Not infrequently, our evaluation provides us only with information about how participants felt about the staff development they’ve experienced. “Everyone really thought the (name the program) was valuable and that it would impact their classroom practice” is good to know, but isn’t likely to convince your Superintendent that the resources invested in staff development are well spent. At the other extreme, we may look simply at the extent to which students’ test scores changed from last year to this during which we offered some form of professional development. Unfortunately, this type of evaluation seldom confirms the benefit of our activities. This session will engage participants in examining their own intentions for staff development and their underlying assumptions about how it should work and why. By making these intentions and assumptions explicit, it becomes possible to understand critical links between professional development, teacher knowledge, skills, and attitudes, classroom behavior or practice, and student learning. This knowledge can be used to develop effective and efficient methods for evaluating the impact of our professional development on teachers and their students. Presented by Kim Metcalf, Dean of Education, University of West Georgia.

B. I Can See Clearly Now....Learning Through Observing. Classroom walk-throughs are a great way to “see” what is going on in the school. Walk-throughs are windows that can be used to help teachers, administrators, and academic coaches “see clearly” the day-to-day instructional tasks and lessons that are being taught. During this session you will “see” and learn about the major parts of a typical classroom walk-through using Lois Brown Easton’s *Powerful Designs for Professional Learning* (2nd ed, 2008). A true classroom walk-through is not a stand alone tool, but it is embedded within conversations held in a PLC. After this session, it will be “clear” how walk-throughs are powerful to help improve instruction. Come and “see” for yourself!! Presented by JaBra Fuller & Debbie Paine, Valdosta City Schools.

C. GeorgiaStandards.org: One Stop Shop for Educators. Learn about the gateway to education and professional resources. This session will provide participants with an abundance of on line resources that are available to support the Georgia Performance Standards. Presented by Beth Caraccio, Georgia Dept. of Education

11:45-1:15

The BRIDGE (Building Resources: Induction and Development for Georgia Educators) is a free online site where educators can find answers and ideas to questions around all aspects of teaching from other educators in the state – a virtual file cabinet of peer-reviewed resources and an online community open to new and veteran teachers alike. The BRIDGE publishes and links to high quality, peer-reviewed resources linked to the *Georgia Framework for Teaching* (and soon to be linked to *Class Keys*). Additionally, the BRIDGE hosts online learning communities designed to support the *Critical Friends Group* model of professional learning communities used in schools today. In this session, let’s explore how the BRIDGE can support your goals for teachers. Presented by Julie Moore & Linda Gilbert.

1:15-4:00

A. Planning for University, Academy and School District Leadership Program Redesign Utilizing High Quality Leadership Curriculum Modules. The SREB Leadership Initiative has developed leadership curriculum modules based upon research and the critical success factors identified for school leaders and leadership teams who lead schools where students achieve at high levels. These modules can provide the foundation needed to redesign university, leadership academies and school districts curriculum for the preparation and development of successful school leaders and leadership teams. This

session is designed to give an overview of the modules and provide research and success stories about how the modules are preparing leaders and leadership teams who impact student achievement. Participants will leave with ideas for using the modules in their own institutions. Presented by Kathy O'Neill, GSDC Past President and Director of the SREB Learning Centered Leadership Program.

B. Coaching That Works. This highly interactive session will look at the roles that coaches play in the school improvement process. Examples of successful coaching will be shared together with opportunities for growth. Presented by Lea Arnau, GSDC Past President and a senior consultant for the National Staff Development Council; and Tiffany Coleman, Simonton Elementary School, Gwinnett County.

C. Standards-Based Instruction . . . what does that really mean? Through the lens of the Georgia School Keys and the new teacher standards within the Class Keys, we will be actively involved in developing a deeper understanding of Standards-Based Instruction. Come and discover how to empower faculties to design their own strong and rigorous standards-based focus. This session will also provide an understanding of ways to monitor the implementation of a standards-based environment to ensure high academic standards and expectations for all students. Presented by Paula Herrema, Professional Learning and School Improvement Specialist, Georgia Department of Education and Leigh Ann Putman, Professional Learning Coordinator, MRESA.

THURSDAY, March 12

9:00-11:45

A. GSDC Strategic Planning – Putting our Professional Learning Beliefs into Action. Georgia Staff Development Action Committee Leaders will engage the audience in strategic planning in support of the GSDC Professional Learning Goals. Specific Action Committee beliefs and plans will be discussed to support Policy, Leadership, Evaluation, and Media. Come learn how you can take action steps to support Professional Learning in Georgia. Presented by GSDC Board members Lynn Seay, Anita Richardson, Barbara Leutz, Leigh Ann Putman, Steve Preston, Cheryl Love.

B. Powerful Design: Power of 100™ Power of 100™ is a two-year pilot program requested by a joint study committee of the Georgia Legislature (House and Senate) to develop, test and refine a performance-based approach to certificate renewal for principals and their supervisors. Power of 100™ will be a rigorous development experience which includes education, on-the-job experiences and assessment, combined with training and support in capacity building in district talent management, performance management and leadership of team-based improvement. This 24-month pilot is designed to create a strategic and integrated process for ensuring that the school district has a continuous supply of high performing teachers, faculty, staff, and leaders in the right jobs, at the right time, at the right cost and with the right results. Join this session to review and respond to this powerful design for sustainable leadership development. Presented by Gale Hulme, GSDC Past President and NSDC Past Board Member and JoAnn Brown.

C. CLASS: Georgia Teacher Evaluation System. The Georgia Classroom Analysis of State Standards (CLASS) Keys Teacher Evaluation System has been developed to support the standards-based classroom and replaces the Georgia Teacher Evaluation Program (GTEP), which consists of the Georgia Teacher Observation Instrument (GTOI) and the Georgia Teacher Duties and Responsibilities Instrument (GTDR). The GTEP evaluation system was based on observation of instruction and teachers' fulfillment of their duties and responsibilities. The CLASS Keys Teacher Evaluation System is a paradigm shift from a limited view of events to a comprehensive system designed to evaluate teacher performance, promote professional growth, and positively impact student learning through standards. Presented by Veta New, Georgia Dept. of Education.