

Conference Registration

Register by April 30, 2010!

Name: _____

Affiliation/School: _____

SAU (if applicable): _____

Address: _____

City/State/Zip: _____

Work phone: _____

Home phone: _____

Email: _____

New Hampshire Staff Development Council
75 Main Street PMB #113
Plymouth NH 03264
Phone: 603-466-5437 • nsdcnh@nsdcnh.org

Conference Price

\$125 Members

\$150 non-members (includes a membership for one year)

This includes breakfast, lunch, conference material, and a one year membership to NHSDC. Yearly membership runs July 1 – June 30

Cancellation Policy

Refunds will not be available after April 30, 2010. Substitutions will be allowed. Advanced notice is appreciated.

Questions?

nsdcnh@nsdcnh.org
603-464-4466 ask for Helene or Terry

Registration Deadline: April 30, 2010.

Limited to 100 participants.

How to Register:

By Mail

Print out this registration form on reverse side and mail to:

NH Staff Development Council
75 Main Street, PMB #113,
Plymouth, NH 03264

Online

Register online at www.nsdcnh.org.

Payment by Purchase Order

If paying with a purchase order you may register online at www.nsdcnh.org by indicating PO# _____ and billing address or complete this form and mail with a purchase order.

Payment

If paying by check, payment must be mailed with registration form. Make checks payable to NHSDC.

You may register online to reserve your space while mailing in payment.

Sorry, credit card payment is not available.

Directions

The SERESC Conference Center is located at 29 Commerce Drive, Bedford, NH.
603-206-6800

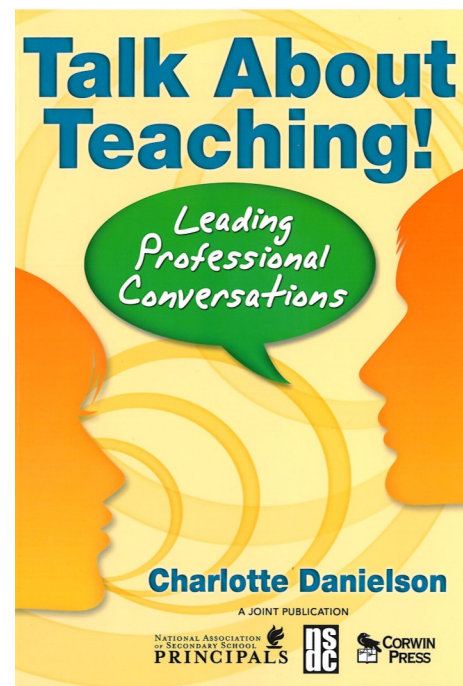
Visit www.seresc.net for directions

New Hampshire Staff Development Council
Every NH Educator engages in effective professional learning every day so every student achieves.

The Fifth Spring

NHSDC

Conference



Talk About Teaching

Leading Professional Conversations That Make a Difference

SERESC CONFERENCE CENTER
BEDFORD, NH

Monday May 10, 2010

NHSDC CONFERENCE SCHEDULE MONDAY MAY 10, 2010

- 8:30 Registration and Continental Breakfast
9:00 Welcome and Introduction
9:15 *Why Talk About Teaching?* A brief introduction by Charlotte Danielson
9:30 Panel Discussion; Q & A
10:45 Break
11:00 Roundtables with each of the panelists
11:45 Reflection
12:00 Lunch

TALK ABOUT TEACHING FOCUS

Join us for this opportunity to hear views from Charlotte Danielson on her work both nationally and internationally in promoting teacher development, and in developing policies to increase student success, as well as to share perspectives across professional groups on efforts to improve education and student outcomes.

In her new book *Talk about Teaching* (2009), Charlotte Danielson says, “the single most important factor under the control of the school influencing the degree of student learning is the quality of teaching. Thus, a school committed to the improvement of learning must be equally committed to improving the quality of teaching. Such a commitment does not reflect a belief in instructional deficiency.” (p. 3)

Promoting informal dialogue between school leaders and educators is the foundation for improved classroom instruction, increased learner achievement, and more formal discussions about education. This breakthrough work helps school leaders understand the value of reflective professional conversations in promoting a

positive environment of inquiry, support, and teacher professional development.

Today’s panelists will give three perspectives for professional conversations which can work together or separately to improve learning and the quality of teaching students are the ultimate beneficiaries in increased engagement and achievement.

Danielson, C. 2009. *Talk About Teaching*. Thousand Oaks, CA: Corwin Press.

PANELISTS



Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and

evaluation, curriculum planning, performance assessment, and professional development. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries.

Perspective: A Framework for Teaching: Professional conversations around powerful topics such as clarity of purpose, rigorous learning, and student engagement offer an opportunity to improve the learning environment for students. These conversations are necessarily different for new teachers when compared to tenured teachers or with colleagues compared to administrators. In all of these, trust is of utmost importance.

Teri Schrader is in her ninth year as Principal of the Francis W. Parker Charter Essential School and Director of its dissemination wing, the Theodore R. Sizer Teachers Center in Devens, MA. As a teacher-leader, her work focused on the development of arts-based curricula and the assessment of integrated curricula and other aspects of performance-based promotion as they relate to exhibition and public

at Parker and is national facilitator for the work of developing Critical Friends Groups within schools across the country aiming to make a difference in student achievement by developing the conditions for sustained professional growth of teachers.

Perspective: School Reform Initiative (SRI): Teachers in the School Reform Initiative (SRI) are committed to making their practice public, being reflective, and holding each other accountable for meeting the needs and interests of all students. Through critical friendship, these educators share resources and ideas, support each other in implementing new practices, and build relationships among colleagues through trust and freedom from judgment. They work in on-going, collaborative groups where they freely discuss each other’s practice with the intention of improving students learning.

Alan Chmiel is Principal of Keene High School and has worked with the Dufour’s PLC since 2002. His first connection was as principal of Bethel High School, Bethel, Ct. He used the Professional Learning Communities (PLC) common assessment concept, and the Pyramid of Interventions. This change in lesson delivery and the emphasis on student learning versus teacher lesson delivery and raised their state test scores (CAPT) for sophomores in writing, math, social studies and language arts in two years. He has presented on PLC’s at the NASSP convention the past three years and the National Renaissance Convention the past two years.

Perspective: Professional Learning Communities (PLC): Shifting the focus from teaching to what is actually learned, PLCs recognize that educators must work together as a collaborative learning team to achieve this purpose. With a focus on results, educators collaborate to improve the school and transform student engagement and achievement. Meaningful conversations, analyze, and improve classroom practice. They keep the focus on learning, and the commitment on helping students within a learning community.