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*Recruitment & Retention:*  
Fostering Personal &  
Professional Growth

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## Call For Articles

We would like to invite you to write an article for The Utah Special Educator. The Utah Special Educator for 2002-2003 focuses on issues facing educators involved in providing services to students with disabilities. The theme this year is Recruitment and Retention. Articles should focus on the monthly topics below.

### MONTH • MONTHLY TOPICAL FOCUS • ARTICLE DUE DATES

February • Mentoring: Relationships to Grow On • January 3, 2003  
March • English Language Learners & Special Education • February 21, 2003  
May • Recognizing and Honoring Excellence • April 4, 2003

The editors are available for consultation or assistance as needed to complete your submission. Contact either Cheryl Hostetter [cherylh@ulrc.org](mailto:cherylh@ulrc.org) or Michael Herbert [michaelh@ulrc.org](mailto:michaelh@ulrc.org). Phone numbers for both are 800-662-6624 or 801-272-3431.

2290 E. 4500 S., #220, Salt Lake City, Utah 84117

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### The Utah Personnel Development Center Staff:

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### Program Specialists:

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### Secretarial Staff:

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“Don't Compromise Yourself, Honey.

You're All You've Got.”

-Janis Joplin



## From The Editor

Cheryl Hostetter, Editor • Michael Herbert, Co-Editor



Benjamin Franklin, Thomas Jefferson, Thomas Edison and other visionaries would say that it is always scary to make a decision, to walk a new path. What would our lives be like if we chose the same path as our parents, without making decisions that would affect “us” and “our” future? As a nation what would we be in the year 2002 if we did not see ourselves as self reliant, yet constantly upgrading our skills? We need to recognize that the world is changing and we must grow or perish. I

do not mean to say that we should consider personal, professional growth with a “ME, ME, ME” attitude—part of personal development is working and learning from others. What we value as important, and what we act upon depends solely on us.

### Transforming yourself into a Brand New You.

Do you like your job? Are you the best you possibly can be? Forget about the external factors you have no control over—look at the skills you possess and have to offer. How long has it been since you have **willingly** participated in professional development? Each one of us will have a different answer. My question to you if you answer in the negative is: “What are you going to do about it?” In education we speak constantly about high expectations, motivation, growth and mastery in relationship to our students; but we are missing an important part of the equation: ourselves! Does that mean we all need to go back to school and earn advanced degrees? Of course not! More often than not **personal** development takes a back seat to **professional** development when actually they go together. Sometimes our professional skills and personas are hampered by our neglect of the personal work. So let's think of ourselves in the same terms as we see our students. We expect all these attributes when we walk through the doors of any professional organization—our doctors, lawyers, our airline pilots—we should expect no less of ourselves when we are entrusted with their children.

In his book, *The Brand You/50*, Tom Peters` quotes from an article in the magazine Glamour (September 1998) related to the question, “Why renewal?”

- “To discover your hidden passions.”
- “To build a better brain.”/Tackling a novel task...actually creates nerve synapses and blood vessels in the brain.”
- “Because life is a series of refresher courses.”

Later on in the book he speaks to a column he wrote entitled “Hall of Fame.” In this he listed the characteristics of people he admired greatly and emulated these in his personal and professional life. His list of characteristics included:

- Self-invented
- Ever-changing...not bound by self-consistency
- Battered and bruised...to play life's game vigorously is to necessarily accumulate scares, and even a gash or two.
- Inquisitive...to a fault
- Childlike, naïve...with an appetite for exploration that mimics a four-year-old's
- Free from the past
- Comfortable...with the idea of life as a moving target
- Jolly...they all laugh...a lot
- Audacious...even a bit nuts
- Iconoclastic...only happy, more or less, when they're on the wrong side of conventional wisdom
- Multidimensional...with flaws as great as their virtues
- Honest...and confused...as all truly honest people are
- Larger than life...though often engages in small ventures, they all paint their canvases in bold, colorful brush strokes; they embrace the circus of life...rather than shrink from it

What do you think? Is this for YOU; is this for your STUDENTS? If not, why? This is for people of all ages and all walks of life. There is no better time than the present—it is all up to YOU! Donald Hall, Life Work, said of his late wife's work, the poet Jane Kenyon, “Her garden is work because it is a devotion undertaken with passion and conviction, because it absorbs her, because it is a task or unrelenting quest which cannot be satisfied.”

Turn the pages of this edition. Read of those who have stepped out and embraced what life had to offer. Your future depends on what you do now.

**Transform yourself into a brand new you! Enjoy! ■**

# Don't Make Assumptions

I hope everyone is familiar with the old adage about the word **assume**. If you're not, ask the next person you see about it. Evidently, Don Miguel Ruiz shares the same disdain for assumptions that the author of the oft' quoted saying does.

Don Miguel's third agreement that one should make with oneself is **Don't Make Assumptions**. Assumptions have a way of quickly and mysteriously turning from mere conjecture into what we believe to be TRUTH. When our assumptions turn out to be incorrect (and they usually do) the whole world appears to be going against us. In other words, assumptions set us up for a lot of suffering, finger pointing and defending.

Trusting our assumptions leads to much misunderstanding and misinterpretation. We create a habit of only seeing what we want to see and hearing what we want to hear. In this state it is very difficult to come up with new ideas or have the motivation to try new ways. Instead, we usually waste our energy and time trying to defend or explain why we assume what we do and why others should assume the same.

Ruiz states that we rely so heavily on assumptions in our daily lives because we feel uncomfortable, unsafe and even inadequate when we do not know "the" answer and so we are more than willing to settle for "an" answer.

The way to finding "the answer" is fraught with questions, communication and periods of not knowing. Making assumptions sounds a lot easier to me! However, as the saying goes, "it is the truth that shall set us free."

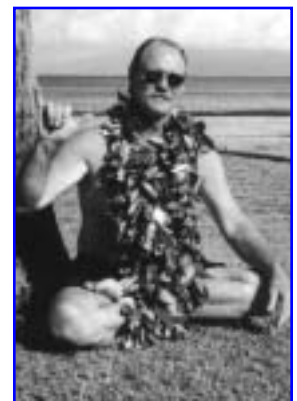
In the classroom when certain students fail to learn or fail to make progress, we often **assume** it is because they "are lazy, unmotivated, stupid, don't care, can't learn, come from a bad family, they have an attitude, et cetera." Often students will hide their learning problem or disability behind "an attitude" in order to protect themselves from the assumption that their classmates will think they are "stupid." They are actually relieved when the teacher chalks up their failure to attitude.

If we believe these assumptions to be true, there is certainly no need to try to adapt, accommodate or modify our lessons or delivery in order to help these failing students succeed. That wouldn't support our assumptions! And so we go on believing there is nothing we can do, and soon teaching begins to feel boring and powerless.

When students are failing to learn, we need to have the courage to admit we don't know why they are failing, and to begin asking questions until we do know why, instead of making assumptions. Why do I say courage? Because the answers we get may not support our assumptions, and it can be tough admitting we were wrong. However, clinging to our assumptions can be a lot more painful. We need to ask questions of our students, of our colleagues and of ourselves. From this questioning Ruiz believes "real" answers to "real" problems and challenges will be found.

When we have students who break rules and do not follow instructions, we often **assume** they are premeditative little demons bent on ruining our 4th period class. If we were to ask questions to ascertain

Jim Curtice • Utah Personnel Development Center







# Courage

why they broke the rules or didn't follow directions, we might find it was because of a lack of communication or lack of understanding. We **assume** students know how to behave and everyone around us knows what we want and what our expectations are. This leads to disappointment and usually more assumptions.

The way out of this depressing spiral, according to Ruiz, is a better understanding and a clearer communication of what we really want. In other words, as teachers we need to have a clear understanding of what we want our classrooms to be like and be able to communicate that to our students (no assumptions please).

Maybe the most damaging assumptions we make are not about others but about ourselves. We make all kinds of assumptions about what we can or can't accomplish or what we should or shouldn't expect or want. These may be the most difficult questions to ask because we must question our own assumptions. What is it we really want and do we dare ask for it?

What would schools and classroom look like that honored the agreement **Not To Make Assumptions**? Educators and students would be encouraged to admit, "I don't know" to problems where that was the correct answer. It's got to be okay not to know when that is in fact the case. We would then allow time for inquiry, questioning and communication to take place until the answer was found or the problem solved. Hmmm,' reminds me of the old "don't give em a fish, teach em to fish" adage.

So, let's stop making assumptions, start having the courage to admit, at present, we do not know all the answers, begin to ask questions that will lead us to the answer, start to ask ourselves what we really want, and when we decide—communicate it clearly to others. Others may not give us what we desire, but at least it won't be out of ignorance. That's a big order but what have we got to lose? Let's not be like Cheryl's uncle Doug who used to say, "Nelda and I go around planting seeds, but I know tomorrow I'll just be plowing them up."

HAVE A WONDERFUL HOLIDAY SEASON! ■

At an education and law conference last summer, a Boston school lawyer stated that special education is a “naturally contentious profession” because the law allows parents of children with disabilities to ask for maximum services while the government funds at a minimal level. She further said, “Just get used to the situation.”

Thirty-two years ago, I did not become a special education teacher to be contentious. Quite the contrary. As a free spirit of the 60s, I never imagined a profession laden with manuals of rules, regulations and court cases.

The men and women whom I have admired in education stay on the far side of contention. They are the **artists of caring**. Like any art it is difficult to describe, but you know it when you see it.

When children enter their classrooms, these teachers win the battle for the heart. Children feel safe in their presence and begin to relax and progress.

In our litigious world of forms and procedures, these teachers create a haven where children with learning difficulties can go and feel safe.

In 1963, Coach Walter Holt, who never had a special education certificate, was drafted into working with a seventh grade class of students who looked like the kids from the TV show, *Welcome Back Kotter*. This was years before classes were designed for students with learning disabilities or behavior problems. Most of the students had failed one or more years, while others were predicted to fail.

He assured the students they were not dumb or stupid. His encouragement was not hollow praise but heartfelt. I believe only two people in the class graduated from high school.

One of the two was myself. No workshop nor university class taught me more about human relations than Coach Holt. Since I left his class in 1964, he has been my model on how to treat students. Another



# On The Far Side Of

Before the era of the Beatles, these students combed their hair in ducktails with the use of a bottle of Rose Oil. They wore leather jackets, and some drove cars to junior high school. One student visited the high school every few days to beat up a senior.

Coach Holt’s treatment of dignity and respect won these students’ hearts. The class knew he wanted to be a football coach because he spoke about his goals and life ambitions. He shared his life in the Navy, how he got his front three teeth kicked out in a football game, how he started smoking, his quest to catch the biggest bass in an East Texas Lake, and the love he had for his daughter.

He guided them through the shock of President Kennedy’s assassination. He reassured the students by saying, “This country is bigger than just one man.”

reason for liking his class was my nickname, “Brain.” No one before or since made me feel that smart.

As resource teachers, Dave Geldhill and Marlin Huff were my mentors. These men were classroom teachers who showed students success through discipline. Not discipline of rules and punishments, but the discipline of showing up every day and working on the next lesson. Through personal example, they calmed fears and went to work.

Getting angry at these men was like getting angry with your beloved grandfather. They provided a rudder in the storm of life for students. Every lesson was much like the one the day before. Students gained success the old-fashioned way: they earned it.

These men never had an elaborate rewards system. When students asked Mr. Huff for a “free day,” he would respond, “Am I getting paid

**Steve Willingham, Special Education/Adult Education • Nebo Learning Center • Nebo District**

today? Is the school paying me to teach? I cannot cheat the school.”

After a few days in their classes, students trusted them to help them read better. Instead of relying on the latest educational gimmick, they incorporated new methods as they saw fit. While recently reading a book on dyslexia, I noticed these men’s classrooms had followed all the recommendations for teaching students with reading problems. Dave Gledhill once told me, “You can teach people to read with the Sears and Roebuck catalog, if you know what you are doing.”

Paula Thatcher came to special education after raising her family. Unemployed at the beginning of a school year, she was hired after a teacher quit the first day of school. A few years later when Paula was reassigned to another school, parents went to the district office demanding her return.

Paula greets her students each day like they are lost prodigal sons. She changed a regular school classroom of hard plastic chairs and wobbly desks into an executive boardroom. For three years she saved her school money to buy over-stuffed padded chairs that a CEO would be comfortable in. She found a large conference table that implies only important people can sit around this piece of furniture. There she conducts her class. Visitors have to sit on the hard plastic chairs which only a school administrator would buy. Her students have first choice.

Steve Wright, a high school resource teacher, reads and discusses books like *The Richest Man in Babylon*. His students understand that Steve believes they can be successful. Steve said he tries to do what parents and students want because that is how he would want to be treated.

While visiting his class, Steve hold a student, “You go back to that teacher and tell him what he wants to hear. Two more days is all you have to do. And you need that class to graduate.” That student trusted Steve with his problems until the very last minute. That kind of trust is earned from the first day in high school.

Ellie Horton, a typing teacher, came to my room like a CIA agent looking over her shoulder. She whispered that she had been hiding a girl in her room instead of sending her to PE class. This girl was very poor and had been severely physically and sexually abused. She did not want to undress in front of the other girls. This girl, who students called “Animal Woman” because of her unkempt hair and clothes, knew she could trust Ellie. Later, Ellie had her daughter, a hairstylist, fix the girl’s hair and show her how to use makeup. She became a pretty young lady.

My mother. Now 71, has taken care of my sister for 45 years. Janie, born in the 1950s, was the first Down Syndrome person my mother ever knew. When I was a teenager, I found a poem my mother had written in her grief.

***Today, I watched my child play***

***alone.***

***Not because there are others,***

***For truly, there are many.***

***But, because she is slow to speech***

***And slow to understand.***

***Dear God, I wonder how long the world***

***Will be slow to understand***

***That these too have a heart***

***That can be broken.***

When a doctor asked her what she would do if her sons grew up ashamed of their sister, my mother instantly replied, “Then, I will be ashamed of them.” She devoted many years teaching her daughter to walk and talk.

Long before education for the disabled was guaranteed by law, she lobbied the school board for teachers, buildings, and supplies.

Now, long after school years are over, she still cares for her daughter. When asked how and why, my mother responds, “I take care of Janie like I would want to be taken care of if I was in that position.”

These men and women touch the hearts of students while flying below the radar of recognition. I do not know if Coach Holt was ever a head football coach, but he will always be my head teacher. Mr. Huff and Mr. Gledhill have since retired, but they still give service in church and other organizations. Paula Thatcher and Steve Wright still greet their students like they are the valedictorians of the school. Ellie Horton lost a long battle with cancer. My mother still takes care of my sister every day of the year.

There is a place in society for court cases and demonstrations, but these people showed me it was not in front of the student. They helped students by creating a safe environment for them where they could concentrate and learn. A place away from the contentions of the world. A place on the far side of contention. ■





# Profiles In Courage

## (Reflections of a Road Warrior)



of warriors is contagious, and by sharing of themselves they foster inspiration in others. The goal of the warrior is growth, prosperity and peace, not war.

*Warriors do not always have to fight.  
They may just have to stand up.*

When this writer was younger, he read a book written by a junior senator from Massachusetts, John F. Kennedy. *Profiles in Courage* won a Pulitzer Prize in 1956, and profiled eight U.S. Senators who personified courage, grace and integrity in the face of overwhelming opposition. In the spirit of this book, the following profiles are offered to warriors everywhere for inspiration, hope, confidence and courage.

### *Warrior-Leaders*

“Leadership and learning are indispensable to each other.”  
(John F. Kennedy, speech prepared for delivery in Dallas the day of his assassination, November 22, 1963)

Two years ago, the director of a large district approached this writer. His request was straightforward, but far from simple. “Michael, I want you to meet with my coordinators, and help them to design and implement a Rolls-Royce assessment system for my teachers. I want only the very best, and I will want training to support all of my teachers.” What impressed me was the courage and leadership displayed. He understood and expected that the result would most certainly create a paradigm shift, and that often shifts are met with some resistance. This director never attempted to micro-manage anything. He clearly identified and articulated the needs of his teachers, commissioned key individuals to identify solutions, then supported his staff with materials and ongoing training. His teachers know that they are supported and valued.

Another strong director asked me to meet with her and her staff, requested training on the WJ III, and asked, “How much time will you need to train every teacher in this district to administer and interpret the WJ III to mastery?” This would be no small undertaking, to teach 70+ teachers the complex science and art of assessment, entailing many hours of training and substitutes for their classes. Sometimes the UPDC road warriors are asked to do the impossible, such as being asked to “train my teachers in everything they need to know about the WJ III, and I can give you two hours.” Again I was impressed. This leader knew what she wanted, and epitomized the “whatever it takes” attitude of the warrior-leader. I often find that effective leaders participate in trainings with their teachers. Warrior-leaders know well that

*“Being a warrior is a willingness to sacrifice everything except your truth, your way of being, your commitment. The ultimate stand is to your commitment to do something with your life that will make a difference.” (Douglas Cardinal)*

The courage of a warrior is demonstrated as a process, not an event. This process unfolds every day, in all contacts with children, parents and other professionals. Educational warriors are committed to the growth and well being of children and youth. Warriors know the future can be insured only in the laughter of healthy children. Some warriors have been called and demonstrate courage every day in their work with children and youth with disabilities. In this role, they dedicate their spirit and energy within a system often characterized by conflicting priorities. Warriors are pushed, pulled and sometimes pummeled by the system they are dedicated to serve. They are buried under a sea of paperwork, cajoled and sometimes restrained by the very compliance

mandated to guide their practice, and imposed upon by a system of diminishing resources and rewards. It is little wonder that the average special education warrior only lasts three and one-half years? True warriors are courageous, for they fight a battle that cannot ever be “won,” in a war with no beginning and no end. The courage



**Michael Herbert • Utah Personnel Development Center**



participating in change is much different than trying to impose it. Utah is graced by the existence many district-level warrior-leaders. Some are true elders within their roles, and others are traveling their path.

## Related Service Warriors

One time in a workshop I was teaching, I attempted to compare and contrast the WJ III to another measure of cognition that had been in practice since 1939. I attempted to use humor, when pointing out that in 1939, “Gone With the Wind,” and the “Wizard of Oz” opened, Al Capone was released from prison, Germany invaded Poland and France and Britain declared war on Germany. I was accused of “WISC bashing,” and re-learned a most valuable lesson. Never, ever make light of others’ sacred rites, rituals or tools.

I have benefited greatly from (interactive) presentations I have made to school psychologists, counselors, and speech-language pathologists. We all bring important perspectives to the instructional team, based on professional preparation and experience. The academic question of “which tool yields the most accurate IQ score” may often be the wrong question. Strong, related service warriors select the best tool for the job, as defined by the referral question. They understand that the “bottom line” is often that teachers have to make sense of the test results, and they use the best tool for that end.

Wisdom and growth comes from openness. Warriors with questioning, eager, inquisitive minds are always open to new information and new ways of seeing. A questioning man is halfway to being wise (Irish Proverb).

## Teacher Warriors

“When am I supposed to find time to teach if I am testing all the time?” “I don’t understand this testing stuff, so why should I do it?” “Psychologists have always done our testing for us; why change now?” “I don’t really trust the testing. I know when a kid has a disability, but sometimes the Estimator won’t let me qualify them. I have to turn them away, but they are referred again and again because they still fail. What good does it do me?” If this sounds familiar, you are not alone. The UPDC/ULRC road warriors have heard this again and again as they have given assessment workshops in thirty-eight of Utah’s forty-one school districts. If the only purpose of standardized testing is for qualification and then the results are to be locked up, then these teacher sentiments are justified. If knowing a student’s full-scale IQ score does not identify better instructional strategies and appropriate accommodations, why bother?

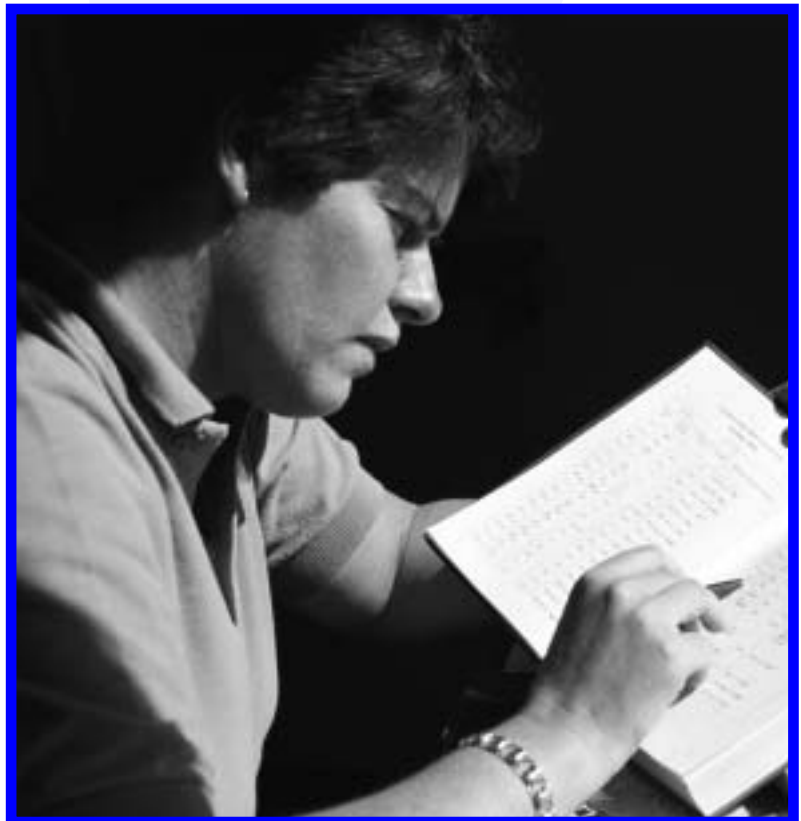
Teacher warriors are incredible, for we entrust to them our hope and future for the world. They man the front lines and survive the competing priorities of teaching, collaboration and compliance. It seems that every year, each of these priorities has become more complex. I have never met a teacher warrior who did not want to go home at the end of a long and stressful day, semester and year who did not want to know that their battle helped students in a meaningful and direct way. Teacher warriors work for children and tolerate compliance as a necessary part of their job. Teacher warriors with whom we have worked realize that assessment is child centered, and

drives the instructional process. They have come to know that solid assessment data DOES help them to understand individual strengths, weaknesses and limitations, and DOES lead to better instructional interventions and accommodations. Teacher warriors are creative and courageous in “stealing” time from other duties to test, and are more confident in sharing assessment data with parents and general education teachers. Teacher warriors are eager learners when learning leads to better teaching. When they realize what they do not know, they are opening the door to further knowledge and growth. Teacher warriors know that it’s all about kids.

## Road Warriors

A good thing sells itself. A bad thing is advertised (Swahili Proverb). Road warriors are often asked to deal with district crises. These may reflect recent compliance issues, new curriculum needs and strategies, or morale challenges due to new mandates. Road warriors try to help others see the big picture (national and state) so that they can continue to live and teach in the small picture (classroom, school). Road warriors are like relief pitchers in baseball, who must be immediately “on” and effective at all times. Road warriors, by definition, are “on the road” two or more days in any given week, sometimes away from family and friends and the comforts of home. Road warriors, too, support each other and identify and develop personnel development workshops worth attending. Road warriors never shrink from the impossible, and embrace a unique view of crisis. When written in Chinese, the word ‘crisis’ is composed of two characters — one represents danger, and the other represents opportunity. Road warriors do not hide behind a system or let others do it, for that would lead to stagnation and inequality. Closed minds and closed systems eventually devour themselves.

*“May you live in interesting times” (Chinese Proverb).* ■





# What's In It For Me!

I was anxiously looking forward to having Amadou Niang, a PHD candidate at the University of Utah, join our Thursday morning discussion group to tell us about his native country, Mali. When we told him how happy we were that he would take his time to join us, he said, "It's not so much what I can give you in this discussion but what I can get from you during this time." What a refreshing way to look at being an expert.

The theme for this month intrigued me: Fostering Personal and Professional Growth. It had been in my subconscious for several days as it was this morning.

During our discussion, Amadou suggested that if we want growth or improvement in our institutions, we must question them. I believe that it is the same with the self. Any growth is change from an existing state to a more desired state. And so begins my questioning. Where am I presently? Where would I like to be? How will I know that I have achieved getting there? What do I need to do to get there? What resources will be most helpful to me?

Now, toward what do I want to grow? "Personal and Professional" takes me immediately to the term "holonomy." I first encountered this word in the training I received from Art Costa and Bob Garmston in their Cognitive Coaching. "All beings exist within holonomous systems...yet maintain a unique identity and palette of choices, both as an independent agent and as the member of the group."<sup>1</sup> Each influences the other creating a wholeness—holonomy.

This wholeness depends on how well I am able to grow and develop the five internal resources that become capacities called the States of Mind. These are Efficacy, Flexibility, Consciousness, Interdependence and Craftsmanship.

"Efficacy is knowing that I have the capacity to make a difference through my work, and being willing to take the responsibility to do so."<sup>2</sup> Do I own the teaching within my classroom or do I blame others or circumstances beyond my control? Have I built the capacity of resourcefulness? Do I realize the choices I have to

**Florin Nielson • Personal Development Specialist**

make and do I make them? Am I a problem solver? Am I proactive rather than reactive? Am I self-directed with a strong internal locus of control?

“Consciousness is knowing what and how I’m thinking about my work in this moment, and being willing to be aware of my actions and their effects.”<sup>2</sup> Am I aware of myself, others and the setting in my planning, teaching and reflecting? Do I know my strengths and build upon them? Do I constantly seek data about myself, others and the setting? Do I know my own style and the styles of others and how they impact the learning process? Do I monitor my decisions and know the results they engendered? Am I self-monitoring?

“Craftsmanship is knowing that I can continually perfect my craft, and being willing to work toward excellence and pursue ongoing learning.”<sup>2</sup> Am I clear and precise in my planning, teaching and reflecting? Do I constantly strive to refine and improve my teaching? Am I self-modifying? Am I a life-long learner? Do I constantly question my craft and my execution of that craft?

“Flexibility is knowing that I have and can develop options about my work, and being willing to acknowledge and demonstrate respect and empathy for diverse perspectives.”<sup>2</sup> Am I willing to consider change? Can I tolerate ambiguity? Can I see my teaching from multiple perspectives — the student, the parent, the principal, the community? Am I willing to adjust my decisions to meet the styles and capacities of others? Am I constantly seeking and generating alternatives? Do I have a wide knowledge of what I teach? Do I have a large repertoire of teaching strategies? Am I self-managing?

“Interdependence is knowing that we will benefit from participating in, contributing to, and receiving from professional relationships; and being willing to create and change relationships to benefit our work.”<sup>2</sup> Do I contribute to the common good and participate with others? Do I hone my capacities to interact with others? Do I value and seek collegiality and collaboration? Do I learn from others? Can I handle the ambiguity of my personal needs and those of the group and keep them balanced?

Leonardo da Vinci’s notebooks were filled with questions. Very few of them are answered there. However, they remained in his subconscious to find life in his great accomplishments and form the thrust of his quest to unify all knowledge.<sup>3</sup>

What’s in it for me? Just this! Wholeness! Becoming an expert. Developing within me and the organization with which I work higher levels of the five holonomous states of mind. ■

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**What’s in it for me? Just this! Wholeness! Becoming an expert. Developing within me and the organization with which I work higher levels of the five holonomous states of mind.**



*Gene Kluft, Principal of Highland Park Elementary*

# Personal and Professional Development: A Tool For Retention

Teacher recruitment is a very hot topic these days, and many are coming up with ingenious ideas for attracting educators to their districts. However, it is not enough to attract any educator; there is also a need for quality educators. But what happens when they are hired and in place? How long do they stay? What is to ensure that another district will not come up with an even more ingenious incentive to recruit those teachers away?

Many businesses seem to have learned that a major retention incentive is professional development. Business is willing to put a hefty portion of their budget into professional development. Many businesses have gotten the message that when people are learning and have opportunities to expand their creativity, they are more likely to be happy and stay with the job.

The primary emphasis in education today is on improving results, too often translated into improving test scores. The No Child Left Behind Act promises that if teachers use scientifically based practices as outlined within the Act, students will learn to read and do well in school. However, use of these practices requires an assurance that teachers have sufficient opportunities to learn and become skilled in using them. Supporting teachers in the acquisition of the skills that lead to good results is a far more effective retention tactic than leaving them on their own and then blaming them for poor test scores.

But the old one-shot workshop won't do it. Supporting skill development requires time — time for learning about a new skill or new information; time to practice the skill or use the information; time to review the experience with the practice or use; time to gather more information; time to share experiences and hear about others' experiences.



Learning about scientifically based practices is only half of the job, however. Not only is “teaching reading rocket science,” but effective teaching is rocket science, at least in part. That is, part of teaching is science, and we can do a great deal to learn the skills associated with the science of teaching. Teaching is also about working with human nature, and that is where the art of teaching is so critical. The art of teaching is



that which allows a teacher to use the science in creative, flexible ways that are modified or expanded to reach the unique student. The art of teaching is that which comes from a mixture of passion and compassion. It is that which comes from the soul and that which touches the spirit. It is the part of our work that brings us joy and fosters and nurtures our creativity.

What are we doing to nurture and allow joy in our schools, in teaching? Read and reflect on these words from Dick Richards in *Artful Work, Awakening Joy, Meaning, and Commitment in the Workplace*. Joy arrives on the wings of discovery and surprise. It inhabits us when we excel. Joy is not a goal or artful work but the result of doing something challenging and doing it well...We tend to see work as a perpetual sequence of problems to solve rather than as the pursuit of joy. Perhaps, given our immense need to solve problems to prove that we are good workers, we subconsciously create problems so we will have ‘work’ to do.” (p.38)

What implication might these words hold for teaching and teachers? How do we put the joy into teaching? I think we need to

**Carol Massanari, Program Specialist, MPRRC**



support more than the development of skill in effective teaching practice (i.e. professional development). We also need to support development of the inner self (i.e., personal development). One way to get at personal development is by encouraging and supporting conversations around books like *Artful Work*, or through conversations around the questions posed by Margaret Wheatley in her newest book, *Turning To One Another*. It is about encouraging staffs to read and reflect together on books such as the list provided in the September 2002 issue of *The Special Educator* by Steve Kucic. It is about creating environments that allow people to feel safe to express and discover that which is at the core of their being.

In a recent commentary in *Education Week* (October 23, 2002), Valerie Maholmes tells the story of a family's search for services for their son that ended up in court. The Judge's ruling sent the message that "education and social-emotional development are inextricably linked" (p.30). Maholmes, an assistant professor of child psychiatry at Yale University, asserts that "healthy development is essential to learning. Students thrive academically when there is support for their development as human beings." This means that the teacher's job (as all good teachers will tell you) goes beyond imparting academic knowledge. Supporting another's healthy development requires support of one's own healthy development as well. How are we supporting the healthy development of teachers?

With such a strong focus on accountability and scientifically based practice (and please do not discount their importance), I fear we will continue doing more of the same. More the same means

hammering away with more workshops focused on the rational, logical head with an emphasis on scientifically proven practice and academic achievement. While important, it is not sufficient. We cannot forget that part of teaching is about heart. We must find ways that also nurture and nourish the heart and spirit of teachers. It would be ludicrous to assert that this will resolve all retention problems. But I do believe that it will result in good teachers staying longer and mediocre teachers becoming good ones who stay in schools because they find joy in their work, not because they have no where else to go.

References available upon request from the Utah Personnel Development Center.

Maholmes, Valerie, "What School is All About...Restoring the Heart and Soul of Education." *Education Week*, October 23, 2002

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# Utah Academy of Teachers: An Effective Model for Professional Development

Rebecca Anderson, Project Director • Jennifer S. Johns, Evaluator

Utah was one of 19 states to receive a Teacher Quality Enhancement Grant in 1999 from the US Department of Education. This grant funded the Utah Academy of Teachers (UAT) which will have provided intensive professional development to more than 700 teachers from 15 school districts in Utah by the end of the 2002-03 school year. Participating teachers spend five weeks during the contract year (or during the summer) engaged in core curriculum standards-based professional development that integrates language arts and social studies and incorporates reading and writing strategies, action research, curriculum development, and portfolio preparation. An integral part of the experience is the opportunity to participate in dynamic interaction with colleagues, to observe model teachers, and to reflect on teaching practices. After the five-week institute, teachers return to their

classrooms where they begin to apply what they have learned.

However, the experience doesn't end there. Academy graduates continue to be involved for three years by serving as mentors to new teachers, making presentations at institutes and seminars, and providing classroom observation sites. They also periodically return to the Academy for additional professional development on new topics or to garner valuable time planning collaborative teaching efforts with colleagues from their schools.

The Academy model was developed from research about what constitutes effective professional development for teachers including professional time, focusing on content knowledge as well as pedagogy and reflective practice. Finally, and perhaps most



# Framework Structure Format



importantly, professional development focuses on teachers as central to student learning.

So what have the results been? Teachers indicate that in spite of having participated in a lot of professional development in the past, it didn't always affect their practice. However, they felt the Academy provided a framework, structure, and format that enabled them to put together a lot of knowledge and skills. As one teacher said, "It's like pieces of a puzzle coming together." Another teacher remarked that it would be impossible to return to the classroom and not use what they had learned because the learning had become "intrinsic to their teaching." Many teachers said the Academy profoundly changed the way they thought about teaching and said they would never be satisfied to teach in the same way again. Perhaps one of the most significant factors contributing to this transformation was the Academy's model for curriculum development that incorporated Grant Wiggins and Jay McTighe's (1998) backwards curriculum design, along with skillful use of reading and writing strategies to teach social studies, and creative incorporation of a wide variety of materials and approaches such as picture books, atlases, primary source documents, photographs, technology, readings, and simulations.

Another vitally important part of the Academy experience was the opportunity for interaction with colleagues from different schools and across all grade



levels. Not only did teachers gain a greater understanding of the "big picture" of education K-12, they also developed collegial friendships that will last a lifetime. For many teachers the Academy was so rejuvenating that they delayed retirement or made a renewed commitment to education.

How are all of these changes affecting students in the classroom? Preliminary evidence suggests that students are more engaged with the subject matter and more spontaneous in class discussions. They are exhibiting better comprehension, a greater recall of material, and overall higher achievement. Relationships among teachers and students are more positive, as well.

These are just a few highlights from the Academy. An extensive evaluation is being conducted this year that will result in even greater knowledge about the impact of the Academy on teachers as well as how this translates into effective student learning. ■





I love to hear, see and feel that I have been doing the right thing, that I have been making a difference in the lives of the children I have come into contact with. I do not think I am alone in wanting to be appreciated and congratulated in my profession. My attitude towards teaching after 22 years, I was in a state of “burn out.” I was not convinced I was making a life-long difference and felt rarely appreciated. I had come to a realization that I either change profession or change this situation. I was looking for a way to increase my personal and

This initial change came in the form of a whim taking Utah’s Teachers Academy. My job came down to two functions. First, to transfer knowledge to the students in my charge, which requires me as a teacher to have a sound command of the subjects, or the State’s Core Curriculum. The second aspect of the great importance was to inspire the students to learn for themselves. In order to do this, I had to focus on identifying and maximizing my strengths while increasing the awareness of weaknesses and limitations. A change of habits and

## BURN OUT VS. RENEWED ENJOYMENT



professional effectiveness, to be effective with my students with less stress, and to increase reserves of time, energy, and opportunity. I needed to improve my professional outlook and increase the satisfaction in my profession. My traditional way of helping me feel better about my profession was to take additional in-service.

behaviors would be needed. The six weeks spent in intensive in-service and instruction became the most empowering career changing experience. Through the reading of *Understanding By Design* sometimes referred to as “backwards design” by Grant Wiggins and Jay McTighe, I found the breakthrough I had been desperately looking for. Stephen R. Covey writes in the beginning of this book: “To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction. This

**Sara Anderson • Westland Elementary • Jordan District**



is a book for any teacher who is looking for a way to enhance student understanding and design effective curriculum to enhance students enduring understand and not just memorize the facts for the momentary test.

My units of instruction now begin with my grade level and state core curriculum. I am sure that I am the exception to the rule, but I knew there was a core curriculum and I knew where it was on the shelf. I had actually taken a look at it from time to time through out the years. Yet, my knowledge and understanding was at a very basic level. There was not a clear understanding of knowledge of the Core standards and objectives. The next step was to develop unique components. First, I had to develop the “Enduring Understanding”, what I wanted the students to carry into the future. Second, I developed the “Essential Questions” of how I would achieve the enduring understanding. Third, I decided on the form of assessment that will check for understanding, this usually coming in the form of authentic projects, not just the regurgitation of facts. Last, I developed the activities that would achieve the concepts I wanted taught. My knowledge of the “core curriculum” developed by leaps and bounds. When I first developed my first unit it was very time consuming and difficult. Panicking, I thought “I don’t have the time to spend like this to develop every unit.” Despite my panic, each unit of development took less and less time. I loved the fact that I was not a set prescriptive program, but a way of designing my curriculum to make me more effective and giving my students a greater in-depth understanding. My students

loved the new form of teaching. It led to an active response from students, increased inter-disciplinary areas, allowed for differentiation according to student needs, a positive learning environment, and inspiration of student interest and creative thinking. Students felt less stressed because they knew ahead of time what they are supposed to learn and what will be tested.

Students’ needs vary from student to student and from one concept or stage to another in their learning process. This new philosophy of teaching allowed me more time to interact and learn about my students. It got rid of millions of little rocks I have collected over the years to teaching what is actually important. The reduction of two file cabinets in my classroom has helped make the room better as well.

As a professional I now pursue in-service trainings, read books and articles to stay current with the profession, listen more to students and share my experiences and ideas with others to continually work on a professional teaching portfolio where reflection plays an important part in my learning. The strongest evidence about my teaching effectiveness has come in the positive comments and praise from students, parents, colleagues and administration. Student projects show an in-depth understanding of their experience and knowledge. My teaching career has taken on a renewed energy and new enthusiasm in teaching. Teaching is for me and I am making a difference and loving it. ■



# Professional Development Via Futures Planning

## Effective professional development is...

- Directly focused on helping to achieve goals and addressing needs.
- A Collaborative endeavor - working together in planning and implementation.
- School-based and job-embedded.
- A long-term commitment
- Differentiated.
- Tied to the district goals.

The content of professional development programs must be based on organizational needs. (ASCD, 2002)

A few years ago our school district underwent several changes which opened the doors to analysis of our district's needs. As a new special education director, I realized I needed to understand our department, to understand strengths, weaknesses, talents, passions, concerns, and needs of our department in order to move us forward. I brought to the position a strong personal commitment of inclusion, transition and knowledge of general principals of strategic planning. I'd like to share the process of Futures Planning (my version of strategic planning) which provided a blueprint for professional development in our department.

## Individual Meetings

First I met with each staff member to get to know them and they get to know me, to develop rapport, and to listen to their concerns, needs, and personal goals. I shared that my leadership style is one of collaboration and that I foresaw that the future in our district must focus on inclusion and transition.

## Roundtable Meetings

Monthly roundtable meetings brought teachers together after school for inservice on a topic identified at the previously discussed individual meetings. Each roundtable ended with a round-robin opportunity to share feelings or to bring up another concern.

## Futures Planning Activity

Spring of the third year, our department gathered to determine what "Special Education is..." in our district and to set a plan for our future. Five highly qualified, tenured teacher specialists and I facilitated the



Future's Planning activities. Groups were created heterogeneously by assigning people to tables with a counselor, related server or two, elementary, secondary special education teachers and a specialist. We first established our beliefs about children and special education.

### Special Education Professionals Believe:

- that students with disabilities learn best when educated with students without disabilities
- that students must access a core curriculum that is presented using research-based, innovative, and relevant practices to the maximum extent possible.



#### We Also Believe:

- in collaboration and ongoing communication between general and special educators
- in the importance of an on-going professional development
- that parents are partners in the education process
- that students should be self determined
- that all educators have a responsibility to all students

### Establishing our beliefs led to creating our vision, mission, motto, and a logo.

**Vision:** “To be the BEST for ALL”

**Mission:** To be THE Model Special Education Department (worldwide)

**Motto:** “To be the BEST for ALL”

**Logo:** Animals representative of diversity and ability in natural environments, formed in a “v” shape, (like a flock of flying geese) representing our special education team leading out, supporting one another if one falls back. Each animal will carry a torch demonstrating advocacy and courage as we move toward our vision. Animals include a kangaroo, butterfly, dolphin, hawk, cheetah, snake and tortoise. Each represents a different ability and mode of transport.

We answered the questions “What are we currently doing well and moving us toward our vision?” “What are we not doing well?” “What are barriers to reaching our vision?” “What bold moves should we take to get us on track?” This process took hard work. Each person was asked to write their response, one per post-it note sheet, and present them to their group. No idea was omitted or given more or lesser value. Groups eliminated duplications and sifted for redundancy through a process of consensus. Consensus means agreement; thumbs up if in agreement or if you could live with the idea; if not in agreement, thumbs down, discussion occurs until a consensus is reached. After which the list was reviewed and presented to the whole group.

As lists were presented, facilitators grouped the ideas and assigned appropriate categories. Again we eliminated duplications and sifted for redundancy with the larger group. This committee prioritized the list of ideas to the top three or four. Each topic area became a committee led by a teacher specialist. Committees included the following.

#### Professional Development Committee

1. Survey general and special ed for professional development needs
2. Survey staff for “experts”. Experts already in our district
3. Share survey results

#### Curriculum Committee

1. Survey of curriculum materials currently being used
2. Develop menu of effective research based practices
3. Investigate how other districts fund after-school programs

#### Time/Scheduling/Paraeducator training needs Committee

1. Time management - planning time with paraeducators, collaboration time with general educators, time for IEPs, and professional development
2. Coordination of meetings to enable teaching time - mandatory professional development for special education staff

#### Inclusion Committee

1. Work on accommodations/modifications training for all educators
2. Time for general ed/special ed collaboration

#### Support/Community Committee

1. Self determination curriculum available to all teachers
2. Parent support group continue to grow
3. Wish list system for teachers and paraeducators - formal request for extra projects
4. Attention to mental health needs of students - social worker in schools

### Our ultimate top three priorities.

- 1. Mandatory professional development for special educators held during school day.**
- 2. Survey of training needs.**
- 3. Training on effective research based practices.**

#### Additional actions that cannot wait.

1. Special projects wish list - grants to school teams for extra projects
2. Social workers address mental health needs of students
3. Work with after school program

We implemented our plan, monitored and evaluated often, and continue to survey staff for priority professional development needs, and remain responsive to input. Content of our professional development program is based on organizational needs and tied to district goals. The Futures Planning process we used helped us focus directly on needs of our department. Our actions are school-based and job embedded with district-based support.

We have a long-term commitment to the future we designed. We have a process that will be revisited annually to keep us fresh and prepared for demands of IDEA reauthorization, No Child Left Behind initiatives, legislative accountability and assessment mandates, to maintain a highly qualified special education staff, and most important, “To be the BEST for ALL.” ■

# A Cycle of Learning for a Community of Learners

Teachers are a *curious* lot. It's not that they are odd. Teachers are the finest people around. They have integrity, passion, and concern for their students. And, they love the flag, mom, Chevrolets, and apple pie. My intent is that teachers are curious by nature. Curiosity is one of their finest traits. It's probably why we became teachers.

How do we foster the curiosity in ourselves? How can we foster curiosity in our professional community? Do teachers have time to delve into current trends in education, tantalizing titles from educational catalogues, and reading recommendations from peers? Just when you think your education is over, you've got your nose in another book. Alas, the educational field is always evolving, and we are too, when we stay with it. As Alvin Toffler, the well-known author of *Future Shock* and *The Third Wave* has said, "The illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Such is the plight of today's teachers—we must learn, unlearn, and relearn. Lucky for us, education has a way for us to foster our curiosity and help us in the learning (or relearning) process. It is called Professional Development. Through it, we can grow personally and professionally.



One form of professional development used in Washington County School District (WCSD) is study groups. Whether taking place within a school, or in the district office, study groups offer participants an opportunity to join with others to explore educational literature in a variety of topics. Within WCSD,



teachers are participating in literacy groups, ELL sheltered instruction, and curriculum development. Groups are designed to include special educators with regular educators. Even district personnel have their own study group reading *Learning By Heart* by Roland S. Barth. The opportunity to meet and support each other in professional inquiry has benefits beyond personal growth. Of course, it is the students who benefit by having teachers dedicated to improving their professional practice.

The Professional Development Cycle that WCSD uses gets teachers involved in looking at student work. "The one component that we try to build into our study groups, that is not in most other models of study groups, is the piece where you analyze student work and commit to trying something new—the actual

**Peggy Childs, Special Education Staff Development Facilitator  
Washington County School District • St. George, UT**





Robert Proffit, Washington County School District,  
121 W. Tabernacle, St. George, Utah 84770  
(435) 673-3553 ext. 233

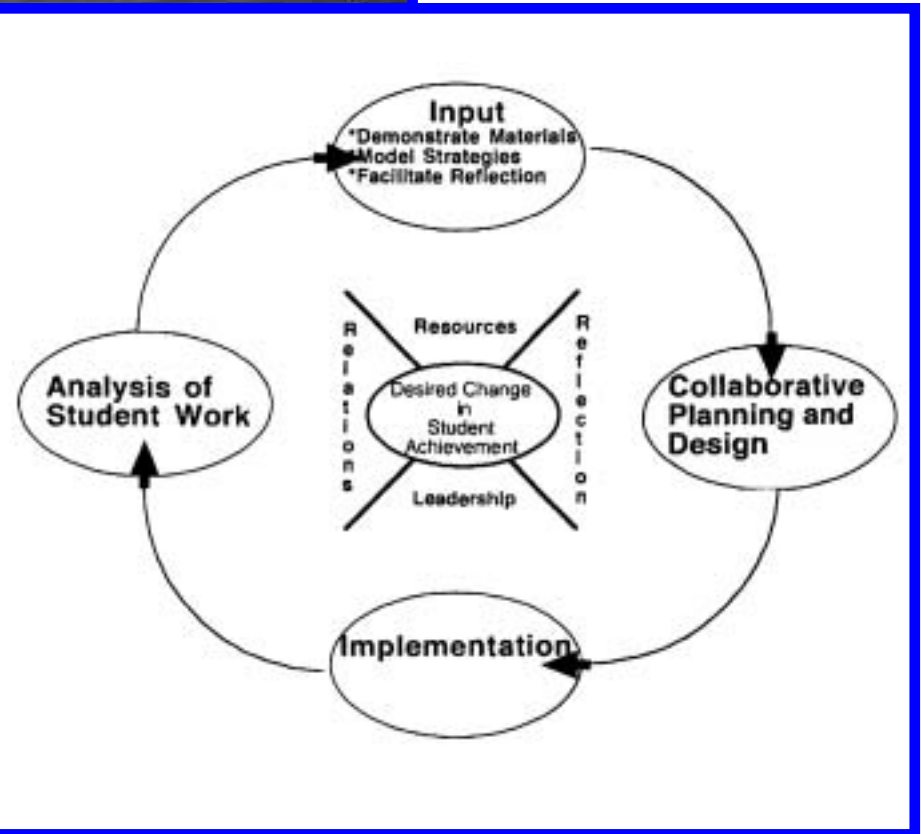
implementation process,” said Robert Proffit who works with professional development activities for the district. The central piece in this model is the desired change in student achievement.

The cycle is a framework for any kind of professional development activity - not just study groups. The days of “sit ‘n’ get” type workshops are over. Good professional development is ongoing, content specific and job embedded. Most training assures the implementation process by scheduling peer coaching sessions where teachers reflect on the changes in student achievement. It gives non-threatening support as teachers work through the “bugs” of changing their teaching strategies. Again, the analysis of student work is a key indicator of what works well.

Ask some questions to guide good professional development. What do I need to know to improve student performance? What did I learn by going through the training or activity? What am I going to do to implement it? How will I know if it will help

my students? Notice how many times you are doing personal reflection by asking these questions. The link between personal development and good professional development is solid. One leads to another.

Feed your curiosity. Learn something that will help you and your students. Go through the cycle so you can learn from the experience of learning with input of other people. Let student achievement measure the success the your efforts. What better way to channel a curious mind! ■





# Professional Growth, *Take it Personally!*

In the rush of paperwork, meetings, and teaching, many of us find thinking of professional growth tiring. Drowned by mounting piles of duties, our motivation to develop further in our profession sometimes lies lifelessly on the ocean floor. We have forgotten the pride that filled our chests, like an eagle taking to flight, when we graduated from the university. The memory of our first IEP has clouded like Salt Lake city during the winter inversion I ask you to blow away the clouds, rescue your motivation, and prepare to soar with the eagles again.

Every day, students come to you to learn. You have evaluated their academic situation and know their strengths and weaknesses. To meet their needs, you have developed an IEP and collected data to show the improvement they are making. Often you chart their data on a graph or demonstrate it through authentic assessment. Through this, students, as well as parents and administrators, can see their climb in academic achievement.

Now, personalize what you already know.

Just as you facilitate your student's upward journey, focus this knowledge on your own. Professional growth and development can be planned in much the same way as your student's IEP's. The difference is that you must take your professional development personally. No one will develop it for you.

You are your own best expert!

Let's take our professional development one step at a time, just like you would when you are completing a referral evaluation. It helps to break this process into several steps:

1. Assess your strengths, weaknesses, and interests as a special educator.
2. Write goals developed from your assessment.



**Marcia Oman • Davis County Special Educator**

3. Develop a method of assessing your progress toward your goals and how it effects student achievement.
4. Report your development.

OK, evaluating and developing an IEP for a student that you have received a referral for seems to be much easier than completing one for yourself. However, I beg to take a portion of your time to show that it really isn't much different. Let's look at each step individually.

### Step 1 - Assess your strengths, weaknesses, and interests as a special educator.

Against what standard are you going to evaluate yourself? The National Board for Professional Teaching Standards (NBPTS) has taken time to develop the standards for you. Five core propositions were developed that teachers and administrators can use to evaluate their professional development. these core propositions are:

1. Teachers are committed to students and their learning.
2. Teachers know the subject they teach and how to teach those subjects.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

NAPTA has a web site available for your use at [www.nbpts.org](http://www.nbpts.org). Take some time to peruse this site. You will find standards and frameworks for teachers of preschool, exceptional needs, to high school math or science. These standards and frameworks will give you a point of reference from which you can assess your growth.

Another good resource is the book, *Enhancing*



*Professional Practice, A Framework for Teaching* by Charlotte Danielson. This book provides a framework to guide your personal professional development. It comes complete with rubrics to help you identify your level of performance and a nice variety of forms to help you organize our personal development projects.

### Step 2 - Write goals developed from your assessment.

In lieu of our special education backgrounds, it may be helpful to take the information we found in our study of our own strengths, weaknesses, and interests, and write our own IEP. You may want to follow the steps listed below to help you:

1. Start with your present levels of performance (PLOP). What do you do well? What is an area of weakness, and how would a distinguished teacher be performing in that area? Just as you would on an IEP, only focus on one or two areas at a time.
2. Write a goal that reflects the area in which you want to improve. Remember, you are the expert. This is your goal. Use all the knowledge you have to write a good one!
3. Break your goal down into workable pieces or benchmarks.

### Step 3 - Develop a method of measuring your progress and how it has effected student achievement.

You may find it exhilarating to see the progress you are making on your goal. The feeling accomplishment brings is hard to beat! Be creative in finding methods of measuring progress. Some ideas are journaling, developing and taking pre and post tests that reflect your progress, charting the impact your development has had on student achievement, action research, or principal/peer observations.

### Step 4 - Report you development.

This step is essential! If you know you will be reporting your progress to your principal or special education team, you will be more apt to complete your goal. Don't forget, you can use this on the Educator Assessment System (EAS)! (I find it helpful to organize my goals and data in a binder or folder for easy access. If I take time to make this binder well organized and pleasant to look at, I will be more likely to continue working on my goals and be proud to show my progress to whomever I have chosen to report.)

Professional development is not something that is dictated. Through experience, you have learned the joy of achievement and success. You can resurrect the motivation that drove you to succeed. You can drive away the clouds of forgetfulness, and soon, you can fly with the eagles, simply by taking your professional development personally.

*Growth*

# Building a House of Bricks In Early Intervention

**Kim Morris • Baby Watch, Utah Department of Health**

**T**he three little pigs built a variety of houses. The first little pig built a house of straw, it didn't take long to build and the big bad wolf easily blew it down. The second little pig built a house of sticks, this house was also built in a short amount of time, and the big bad wolf huffed and puffed and blew this house down. The third little pig took his time and built a strong little house of brick. The big bad wolf huffed and puffed and huffed and puffed and could not blow the strong little brick house down. Early intervention has a variety of strong professionals who stand firm.

As I travel around the state I am excited to meet with the new professionals in early intervention. Some of the professions that early interventions employ are:

- **Occupational Therapists**
- **Physical Therapists**
- **Special Educators**
- **Nurses**
- **Speech Pathologists**
- **Social Workers**
- **Generalists**





Each individual professional must receive a credential to work with children and their families in early intervention. The credential is based on competencies that require the professionals to understand young children and their families and implement the components of the early intervention program.



There are three areas addressed in the credentialing process. First, prior learning is valued. A member of the state Baby Watch Early Intervention staff interviews the professional and reviews college course work which covers the required areas of competencies. Second, work experience is documented. As the professional learns more about the competencies through their work experience they document these experiences



and include them in their portfolio for review by the state Baby Watch Early Intervention staff. Third, professionals attend a series of nine trainings. These trainings give the variety of professionals within early

intervention a baseline of understanding. The trainings are:

- **Orientation and Foundations**
- **Procedural Safeguards**
- **Communication**
- **Motor**
- **IFSP**
- **Evaluation and Assessment**
- **Family Partnerships**
- **Service Coordination**
- **Health**

Suzanne Bills began her early intervention career in a very unique way. She was a magazine advertising representative who happened to come to DDI Vantage to meet with the director Kevin Morris to sell advertising. Suzanne's daughter has autism so she was extremely interested in the work that DDI Vantage



does. A week later she was looking through the newspaper and found an advertisement for a secretary position at DDI Vantage. She applied and got the job. Her abilities were quickly recognized and she was asked to be a Family Service Coordinator. Suzanne went through the credentialing process and received her Early Intervention credential while serving in this role. Her talents with the public and her passion for helping children with disabilities and their families assisted her in obtaining her next position with DDI Vantage where she is now the Community Services Specialist. Suzanne also teaches the Family Partnerships class as part of the required trainings for early intervention.

Professionals like Suzanne are what build the early intervention house of bricks with the ability to weather any storm.■

# THE MISSING COMPONENT



It has been just over a year since I began at the Utah Personnel Development Center. During this year, I have had many opportunities to meet and interact with many district preschool programs. It is thrilling to see so many people excited about teaching young children. Thanks for letting me come and visit!!!

When I do professional development I often give challenges to the participants I work with. During this article I will be giving challenges for early childhood teachers to explore in their professional development. Take these challenges as an opportunity to learn for yourself, to discuss with your staff, or to address in district inservice.

Many years ago (for some, longer than others) in college, our special education classes taught us to evaluate a child, develop an individualized program and assess his progress. The early childhood special education classes taught us to embed our goals in the daily routine and provide naturalistic opportunities to practice our individualized programs. Over time I realized that while this information is extremely important, there is a missing component which is of equal, if not greater, importance—understanding how young children learn.

Understanding how young children learn should affect how we structure our classroom environment, develop our classroom routines, and the way we interact and instruct young children. Understanding how young children learn should affect how we evaluate, develop individualized programs and assess progress. However, this is typically not the leading factor that drives our

decisions (it wasn't for me when I started teaching young children). Typically, decisions are made based on the calendar month, "what sounds fun" or only on the focus of special education needs. I would propose that these decisions could be important if what and how we choose to "teach" is based on how children learn.

One simple example of this missing component I have often heard has to do with trying to accomplish IEP goals. Comments I hear from teachers are, "Do you have a better way to teach this? Johnny just doesn't get it" or "We have practiced and practiced and each time we try again, it's as though we have never done it." I've come to realize that this often is a lack of understanding of how children learn.

One way to break down how children learn (gain knowledge) is through child development research. Jean Piaget (the guru of child development) categorizes knowledge into three types: social, arbitrary knowledge, physical knowledge and logical knowledge. Children gain social, arbitrary knowledge through information from others (*Johnny is told by his teacher that the marker he picked up is blue and the one next to him is black*). They gain physical knowledge by perceiving the physical properties of objects (*Karen, spending time poking and pushing a ball, realizes it is soft and it rolls*). And, they gain logical knowledge by manipulating objects and constructing



**Terri Mitchell, Program Specialist • UPDC**

internal relationships about them (*As Scott rolls toy cars down a ramp, he begins to classify them according to how fast they go*). We, as adults, use a lot of social, arbitrary knowledge with children, expecting that they will get it and we are frustrated when they don't. Even as adults we continue to learn through physical and logical knowledge. Have you ever gone into a store and the sign says "DO NOT TOUCH" and you touch anyway? What if the sign said, "This item very soft...but, DO NOT TOUCH," you would still touch (don't deny it)! Why? Because you need to 'perceive the physical properties' of this object, not because a sign told you. The same is important for young children. They gain physical and logical knowledge by having time to interact with and manipulate objects, not just by being told about them.

When a child is learning about writing his name, there are developmental stages of writing that he will go through. Often we as teachers jump right to the end...write his name. Looking at Piaget's types of knowledge, we end up giving this child lots of social, arbitrary knowledge (example: Here is how to write your name...Here is how to write your name...). Instead we should be looking at the developmental stages of how children learn to write and give lots of opportunities based on physical and logical knowledge in the developmental stage the child is in to help him move towards writing his name (example: lots of materials to 'write' with...paints, markers, crayons, chalk, sand, pipe cleaners, etc. and the time to use these materials). Perhaps you could have a sign up sheet for jobs during snack to determine who would pass out the cups, napkins, etc. giving everyone an opportunity to sign their name at their level. Perhaps you may have envelopes, note cards and labels in an area you recently changed to the "Post Office", giving children many opportunities to write. Or perhaps you provide a small group experience using sand and magnetic letters, where the children can explore the letters and "writing" in the sand. All of these examples provide opportunities for children

to gain physical and logical knowledge about writing. Challenge: Do you know the developmental stages of writing?

What about the child learning to "draw a person?" We typically help the child draw a person, reminding him of all the parts necessary (social, arbitrary knowledge), while what we should be doing is providing lots of opportunities and materials for drawing (physical and logical knowledge). What would that look like in your classroom? What activities and materials would you provide for children? **Challenge:** Do you know the developmental stages of drawing?

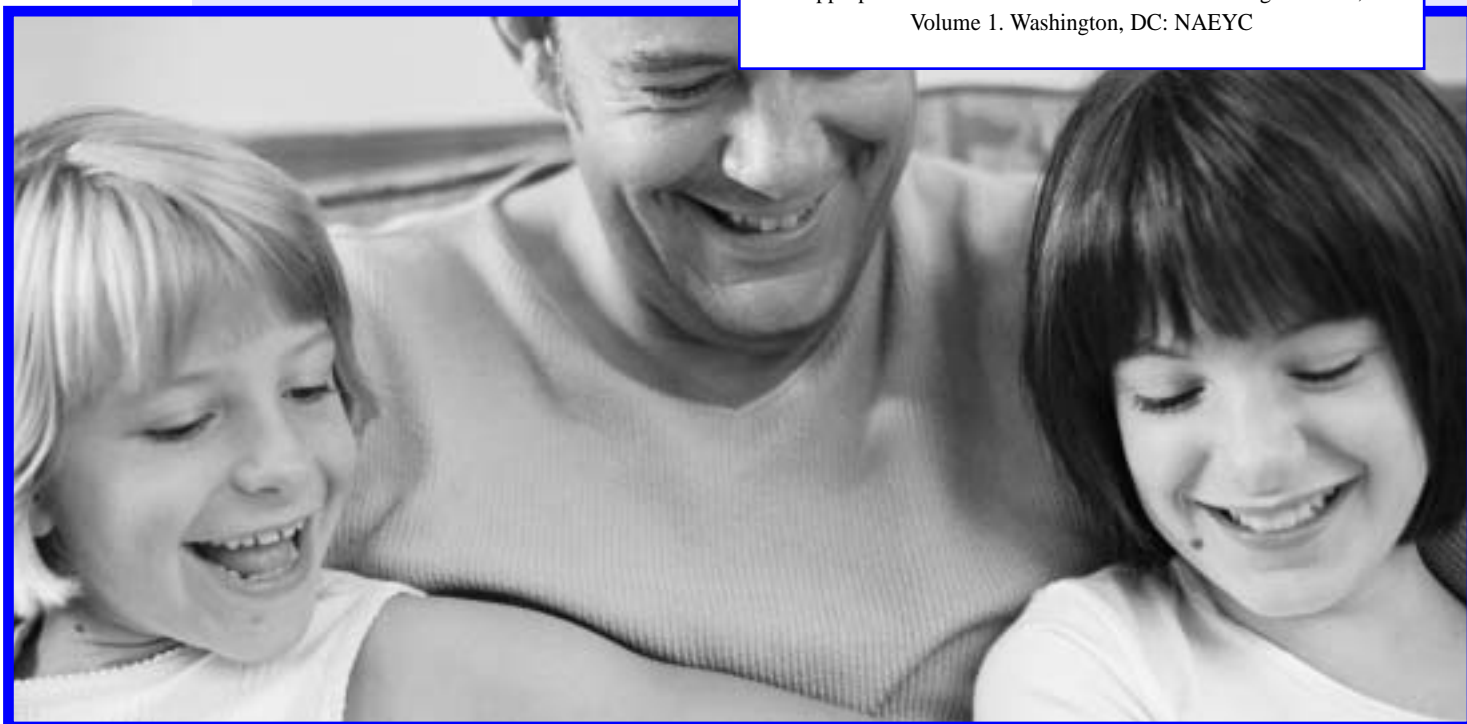
Here is Emily, she seems to always hit when she wants something from a peer...**Challenge:** Do you know how young children develop socially and emotionally?

When Matt has choice time, he always chooses the blocks...**Challenge:** Do you know the developmental levels of play with materials?

Gaining an understanding of how children learn has changed the process in which I set up my classroom, what activities and materials I provided, how I developed IEP goals and assessed their progress and especially how I interacted with each child individually. Knowing how children learn creates the foundation for the other components of an early childhood special education classroom to work. **My last challenge to all those who work in the early childhood field:** Do you know how young children learn? ■

**"A child's mind is not a miniature model of an adult's nor is it an empty vessel that gradually fills with information."**

Bredenkamp, S., & Brosegrant, T. (1992) Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume 1. Washington, DC: NAEYC





# Reflection

Why do we teach? Surely this question prompts a litany of responses, each unique to the individual educator. Honestly, I teach because I am a learner. When speaking of personal and professional growth, it is impossible for me to make a distinct separation between myself and my teaching. As I learn and teach, I realize that both are bound by reflection.

Good educators are skillful reflective practitioners. They are able to gather data and change their practice based on what they learn. When reflection is consistently integrated into ones' teaching practices, opportunities for improvement are utilized. Does reflection apply to behavior? You bet!

Most pre-service programs teach prospective teachers numerous strategies for managing students' behavior. Still, classroom management prevails as a top concern for educators. Long (2000) analyzed over 2,000 hours of videotapes that recorded various interactions of students who exhibit difficult behaviors and their teachers and/or staff members. He reported that in "100 percent of [crises that he and his staff studied], staff members did not initiate the crisis, but in approximately 60 percent they reinforced it." Long suggested that teachers naturally simulate the emotions that their students are expressing. For example, when a student exhibits withdrawn behaviors, an educator's reaction may be a feeling of helplessness. Or, a student's aggressive behavior may incite feelings of aggression in the educator. Several researchers and common sense tell us that during the act of managing difficult behavior, it is extremely complicated to separate an entire behavioral episode into discrete units. It seems plausible to suggest that when conflict in the classroom arises, we as educators react based on emotion (sometimes mirroring the difficult child's



emotions), rather than engaging in a thoughtful analysis of our own reactions to the behavior.

So, how do educators avoid letting emotions control our interactions when dealing with difficult student behavior? I think it comes back to reflection. Let's face it; we all fall into the behavior trap once in a while. Instead of beating ourselves up about it, let's slow down and use reflection to connect our learning and teaching.



**Hollie Petterson • Utah Personnel Development Center**

Wink (2000) suggests there are three steps to reflective learning. The first step is to name the issue. It is imperative to select only one issue. When dealing with behaviors it is easy to let all of the day's events smear together—don't do it. Pick one! The second step is to reflect on the named event. This involves thinking, talking, and listening. Some questions to ask yourself and your colleagues might be: "What happened?" "What do we/I wish would have happened?" Finally, develop a plan of action for the future. I like to call the plan my "learning goal." Having a thought out plan for the future can help prevent emotional reactions.

For me, the most important part of the reflective process is the debriefing. Debriefing is thinking, consulting, and writing about events. I like to follow a model similar to what we do when teaching in the classroom (Instruction, Guided Practice, and Independent Practice). First, I self instruct by reminding myself of the steps to reflective learning. Then, I begin the guided practice component by consulting colleagues and friends. Good constructive feedback is essential to learning and reflection. Additionally, it's nice to have friends to help one pick up the pieces. So, find honest

mentors and emotional cheerleaders in your department, building, family, etc. Finally, use independent practice by revisiting the issue, reflecting, and developing a plan. This process seems simple enough, but it takes time and practice to become fluent.

Reflection is an essential component of all learning. When using reflection to become more proficient in the area of behavior, teachers can develop proactive approaches and procedures by utilizing the action plans for the future. Remember, behavior challenges are teaching and learning opportunities-reflection waiting to happen! ■

References available upon request from the Utah Personnel Development Center.

#### References

- Long, N.J. 2000. Personal struggles in reclaiming troubled students. *Reclaiming Children and Youth* 9(2): 95-98.
- Wink, J. 2000. *Critical pedagogy: Notes from the real world*. New York: Longman.



# Reflection

# Professional Development and No Child Left Behind



**T**wo fundamental themes run through the reauthorized Elementary and Secondary Education Act, (No Child Left Behind Act of 2001). These are; 1) ALL children can learn, and 2) schools are accountable for the academic achievement of their students. In addition, No Child Left Behind (NCLB) emphasizes the correlation between “highly qualified” teachers and the successful implementation of these two tenets. Goal #3 of NCLB states: “by 2005-2006 all students will be taught by highly qualified teachers,” and further reiterates the critical role of ongoing, “high-quality professional development” in attaining this goal.

Why this emphasis on professional development? Because we know that quality teaching makes a difference. “Teachers who know a lot about teaching and learning and who work in environments that allow them to know students well are the critical elements of successful learning” (Darling-Hammond, 1997). Yet many educators, including teachers, do not have the necessary repertoire of skills to deal with the wide variety of challenges we see in our classrooms today. This often leaves teachers, who are our greatest resource, feeling frustrated and overwhelmed. We see evidence of this by increasing numbers of teachers leaving the classroom.

High-quality, targeted professional development can help. By examining student achievement for clues to specific areas of need, we can focus professional development resources and efforts on those areas that will make a real difference in teacher skills and student

learning. But just what is “high-quality” professional development? NCLB clearly defines the term for us.

## **“The term ‘professional development’-**

(A) includes activities that-

- (i) improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic achievement standards;
- (iv) improve classroom management skills;
- (v)
  - (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and
  - (II) are not one-day or short-term workshops or conferences

What does this rigorous definition of professional development mean for serious staff developers? Well, it means that “tinkering around the edges of improvement in staff development is insufficient” (Sparks, 2002). It is no longer acceptable to spend precious time and resources on professional development activities that may be



entertaining and informative, but have no direct link to school or district-wide goals, and cannot demonstrate *evidence* of improved student outcomes. Mizell (2000) is even more direct. “The field of staff development is too tolerant of practices and activities that are superficial, wasteful, ineffective, disingenuous, perhaps fraudulent, and even harmful, but continue unchallenged day after day, year after year...There are too few advocates for powerful staff development,” he states (p.7).

The notion of “evidence” is clearly crucial to high-quality professional development. The law requires that professional development be supported by “scientifically-based” research, and that it includes “instruction in the use of data and assessments to inform and instruct classroom practice” [Title IX, Part A, Section 9101, (A) (xiv)]. Traditionally, however, a definition of evidence has been nebulous. Gusky (2000) provides some insight. Although it may be difficult to isolate, or prove, the impact of professional development on student outcomes, he suggests we can provide evidence of impact in a variety of ways. He recommends techniques such as pre-and post-measures and the use of meaningful comparison groups. Other measures that may also demonstrate the effectiveness of professional development activities include; teacher logs and portfolios, peer-coaching, video taping and student and teacher questionnaires, among others.

Another critical component of high-quality professional development is its *on-going* nature. Joyce (Sparks, 1998) points out that “staff development that improves student achievement embeds formative evaluation in the day-to-day teaching and learning process and becomes collective action research for the trainers and for the teachers who are learning to teach more effectively...It’s not expensive or difficult to study implementation when it’s an embedded part of ones work” (p.34). By re-examining our professional development efforts in light of student outcomes in an on-going manner, and then providing additional support, as necessary, we *empower* teachers to meet the ever-increasing demands of our school communities. Empowered teachers are more likely to feel confident with their abilities and to continue in the profession.

The rigorous standards for professional development defined in No Child Left Behind are not new. The *Utah Standards for Staff Development*, based on the *National Staff Development Standards*, align closely with NCLB criteria. An abundance of staff development literature supports these standards. The debate on what constitutes quality professional development is over. Our task now, as Utah educators, is to align our professional development plans and activities with student outcomes as evidenced in national, state and district accountability systems.

The Utah SIGNAL Project promotes high-quality professional development for all educators, to improve outcomes for students with disabilities. ■



**Sharon Neyme, Career/Professional Development Coordinator • Utah SIGNAL Project**



Reference available upon request from the Utah Personnel Development Center.

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York: national Commission on Teaching & America’s Future. [www.tc.columbia.edu/~teachcomm/DoingWhatMattersMost.pdf](http://www.tc.columbia.edu/~teachcomm/DoingWhatMattersMost.pdf)

Gusky, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Mizell, H. (2000, Spring). *Tolerating waste?* *Journal of Staff Development*, 21(2), 7.

Sparks, D. (1998, Fall). *Making assessment part of teacher learning: An interview with Bruce Joyce*. *Journal of Staff Development*, 19(4), 33-35. [www.nsd.org/library/jsd/joyce194.html](http://www.nsd.org/library/jsd/joyce194.html)

Sparks, D. (2002). *Designing Powerful Professional Development for Teachers and Principals* [www.nsd.org/sparksbook.html](http://www.nsd.org/sparksbook.html)



# Creating Opportunities-

## Personnel Preparation at the Personnel Development Center

Providing training and information for all of Utah's school districts on a wide array of topics with only seven specialists and three secretaries can be a challenge. Recently, I've been thinking about how we as staff members of the Utah Personnel Development Center (UPDC) educate ourselves on the information we share with teachers and other providers. Part of it comes down to creating opportunities for our own learning. Early in the spring, we develop written learning goals based on the interests and needs of our UPDC group. Writing these goals and sharing them with others leads to many opportunities for learning. We can send some UPDC staff to a conference or workshop to help them meet their goals. Sometimes, due to a large number of requests on a topic (e.g. Woodcock Johnson III), we will send additional staff to our own workshops for training. We coach each other on new trainings until we are skilled enough to present the training on our own. As a group, we are members of many state and national organizations such as the Council for Exceptional Children (CEC)

and several of CEC's divisions, the National Staff Development Council, the Association for Supervision and Staff Development, the American Council on Rural Special Education, the National Association for the Education of Young Children, and several associations specific to a topic area such as reading. Meeting with members of these associations and sharing the information gleaned from their publications are wonderful opportunities we've created by simply joining them. We also subscribe to some non-education publications such as Fast Company, Harvard Business Review and Tom Peters online journal. Being aware of philosophies and approaches used in other arenas has helped us to create workshops, conferences, journals, and academies with a dose of what Tom





Peters calls the “Wow!” factor. Occasionally these business people will have a few good ideas for education people (and vice versa of course). Combining these ideas and philosophies with what we already do has been exciting for us. Being excited about your work generates more opportunities!

We have at least two other important opportunities that are a function of working at the UPDC. It’s easy to become a very good student if you know you will be presenting the same information within a short period of time. The intensity of your listening and participation increases dramatically if you will be teaching the information next. Listen to your next presentation with the thought that you will be presenting the information for someone tomorrow. I’ve used this technique to help with my attention even when the subject matter wasn’t high on my priority scale. We also have the opportunity of working with all of you. People in every district have been kind and generous enough to share strategies and techniques

that have worked for them. We in turn have shared these ideas with people in other districts. Your feedback on our workshops has also given us the opportunity to help shape what we do and how we do it.

For me, creating and using these opportunities is more than just finding a way to learn new skills. It has been a way to add some additional excitement and passion to my work. Many teachers are setting up their learning opportunities by reading journals sent to their districts and joining associations where others are interested in the same areas. Some districts have formed monthly study groups where they research a topic (or have us do it) and discuss it informally. Some teachers have volunteered to present their ideas at state and national conferences.

We are all at work for a large portion of our lives. Why not spice it up by creating your own personal learning opportunities? ■





# TECH TIPS

## Collaboration Via The Web

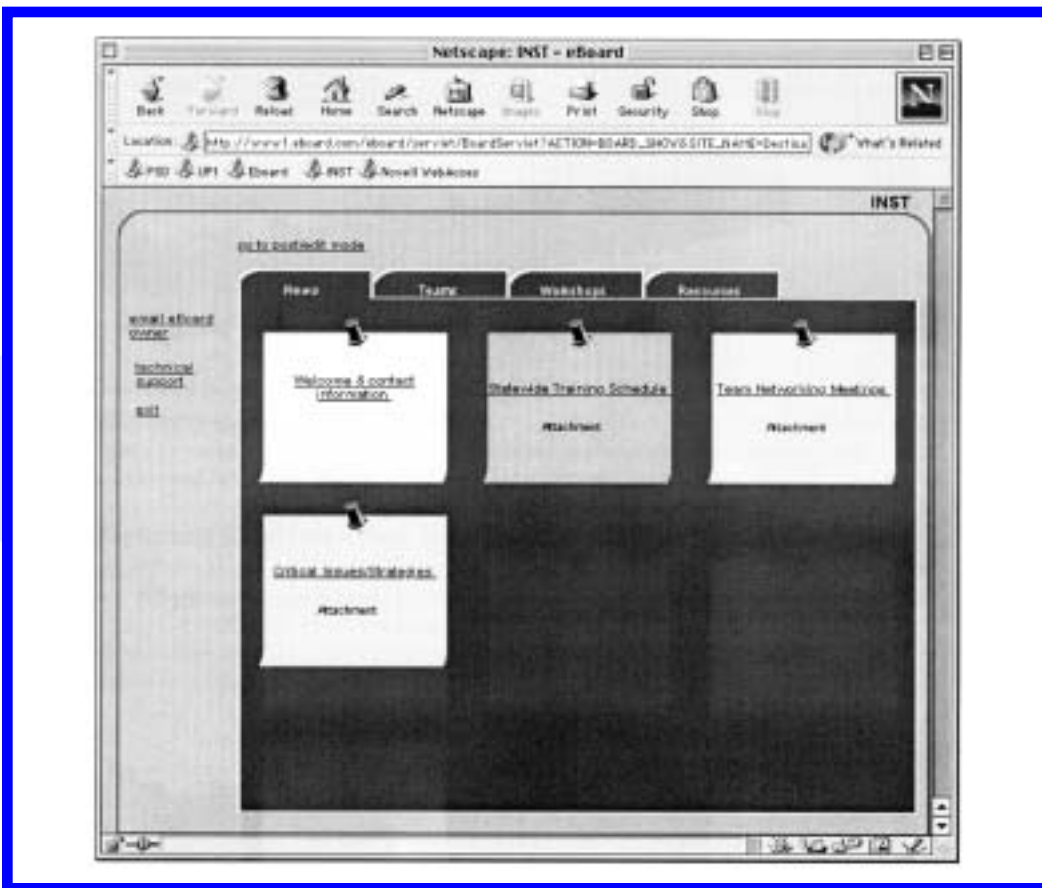
Loydene Berg • Utah Personnel Development Center

**A** critical component of professional development is the opportunity for educators to collaborate on a regular basis. However, there are times and circumstances when logistics (such as lack of time or money for meeting or traveling distance) creates barriers to such ongoing collaboration.

When this is the case, have you ever considered setting up a Web site as a collaboration tool? (“Yeah, right,” you say”... like I have the time and skills to develop a web site!” For those of you who actually had this thought, please read on. Setting up a web site using technology like Eboard.com is much easier than you think!)

Eboard.com is a great collaboration tool and is one of the easiest ways for educators to post and share information via the web. Eboard.com offers a pre-designed web site that looks like an online “corkboard with post-it notes.” A personalized site can be set up in a matter of minutes and requires no html knowledge or web experience to use. One nice advantage is that your personalized site is password protected (meaning only those who have the password can view and use the site). On your personalized Eboard web site, you (or any member of the group with the appropriate password) can easily post information, photos, or files from your computer for others to see and respond to. An area for member “chatting” can also be set up if desired.





The graphic shows the Eboard website that was set up last year for members of Inclusion Network Support Teams. Using a password, members access this site to get contact information for other team members, find and post training opportunities that are related to inclusion, and share a variety of helpful resources and information among team members from across the state of Utah.

If you would like to see other examples of how an Eboard can be used, visit [www.eboard.com](http://www.eboard.com) and click on "LEARN MORE" and view the "demo." (Although I have found Eboard to be a great tool for collaboration among educators, you'll find that many teachers use it as an easy way to communicate with parents too!)

Oh yes, one other thing...how much does it cost? The good news is it's FREE for the first 30 days. (This gives you time to try it out and see if it is a tool that will work for you.) After that the cost is only \$29 per year.

Although I would highly recommend Eboard for its ease of use, there are other kinds of services available. If you want to search for other options, check out <http://100best-free-web-space.com/> for a review of the top 100 free or low-cost web-hosting services.

Please feel free to contact me if you have any questions about using Eboard as a collaboration tool.  
Loydene Berg—[loydeneb@provo.k12.ut.us](mailto:loydeneb@provo.k12.ut.us)  
1-800-662-6624 (or SLC 272-3431)

## Cool Links for Professional Development

### National Staff Development Council Home Page: <http://www.nsd.org/index.html>

Host to a variety of staff development resources, a comprehensive library of online articles and books and the National Staff Development Standards.

### Promising Practices - New Ways to Improve Teacher Quality: <http://www.ed.gov/pubs/PromPractice/index.html>

A 1998 publication from the U.S. Department of Education outlines strategies for achieving excellence in the teaching profession through recruitment, licensing and certification standards, preservice education, professional development practices, accountability, and incentives.

## Cool Links

### Eboard.com (of Course!) <http://www.eboard.com>

The holiday season is supposed to be a time of joy and thanksgiving. Too often, it ends up being stressful and exasperating. It can be even worse when expectations are high and funds are low. This year, maybe it will be different. We, at the Utah Personnel Development Center, pooled our thoughts and ideas in an attempt to replace some seasonal “Ho Hum” with some holiday “Ho Ho Ho.”

Why do we give gifts? Gift giving is intended to let our friends and families know that we care about the. Giving a

Planning ahead is one of the smartest money saving strategies for any season. It is especially wise during the holiday season. Be sure to think about the gifts you want to purchase before you ever walk into a store. Impulse buying can add up fast! Make and take a list with you. Remember, the cheapest item is not always the best buy. Look for the



## Making the Most of Your Money

# Seasonal Savings

gift demonstrates our willingness to take the time to think about those we love. There are many inexpensive gifts that can send this message in a powerful way.

One idea is so inexpensive, at first thought it might be perceived as the idea of a total cheap-o. The last couple of Christmases, my father has given a personalized letter to each of his children. He certainly could have afforded to buy gifts, but opted to do this instead. These letters contain Dad’s thoughts about life and his special memories with each one of us. The only thing fancy about the letters was the Olde English style calligraphy used to print each name on the plain white envelopes they were given in. I have not read the letters my father gave to my siblings, but mine is certainly precious to me. There will be Christmases in the future when Dad won’t be around anymore. His Christmas letters will always be there for me to remember him whenever I need to.

Okay, enough of this gushy stuff! The first line of defense in having a happy holiday season is to avoid the stress of money trouble. Take a realistic look at your holiday budget. DO NOT...I repeat...DO NOT go into debt buying holiday gifts. If you can’t afford to buy expensive gifts, don’t. Christmas isn’t about impressing people with extravagant gifts. Be a little creative and come up with something meaningful that fits into your budget. Watch for good sales. Make sure you know what a good sale price for an item really is. A small can of gourmet hot cocoa is always a hit!

highest quality for the price. Name brand items are not always necessary either. This is particularly true for clothing items. Teenagers probably disagree with me on this point, but many quality clothing items are available for far less money than name brand items. If name brands are important to you, look toward the outlet stores and discount department stores. Some of our favorites are the Factory Outlet stores in Park City and Draper. We also love Nordstrom’s Rack, TJMaxx, and Ross for Less.

Those of you who are creative and artsy may prefer to make gifts. This is not always the least expensive way to do things, but if you get good deals on the materials and have the time, it can be a great way to save money.

Finally, a beautiful presentation can make even the most simple of gifts extra special. Wonderful holiday bags, ribbons, and wrappings are available. A little creativity can go a long way in making a lovely gift. Handmade cards are also a terrific addition to any gift. Stamps, pens, stickers and special papers make creating cards simple and fun to do.

No matter what the holiday season is to you and yours, take time to find joy in the little wonders of life and cherish those around you. Happy Holidays! ■

Savings  
Savings  
Savings



# Picks of the Month

## Book Review By Ginny Eggen, UPDC

Have you ever read a book that made you think, “I wish I could take something that seems complicated and make it simple like this author has done?” (And as a bonus make a bundle doing it!) *Gung Ho: Turn On the People in Any Organization* by Ken Blanchard and Sheldon Bowles was such a book for me. The authors have created a powerful parable about increasing productivity in an organization by fostering better morale. We can all integrate “gung ho” principles in our lives in multiple ways.

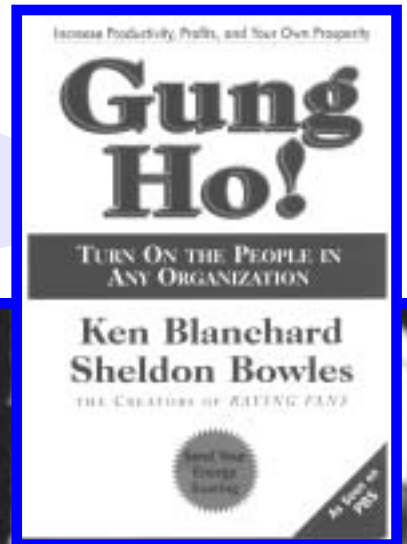
The heroes in the story are Peggy Sinclair, a woman who has been named the general manager of a failing factory and Andy Longclaw, a wise Native American who heads the only successful department in the plant. Drawing on wisdom passed down from his grandfather, Andy becomes just the mentor Peggy needs to prevent the corporation from closing down the most important business in a small town. One at a time, he teaches her principles he has practiced in his department that will allow the disillusioned employees of the factory to take ownership in saving their jobs.

Andy calls the first principle *The Spirit of the Squirrel* or worthwhile work. In the same way that squirrels prepare for winter because it is critical to their survival, people need to know that their work makes a difference in the world. Peggy learns that goals for a group must be created together and must be based on shared values and trust. As mutual trust rises, support for goals will increase. The members of a team must commit to the values that guide all plans, decisions and actions. The job of the team leader or manager is to allow all to participate in goal making.

The second teaching is *The Way of the Beaver*—doing right work the right way. It answers the question, “Who’s in charge here?” As Peggy and Andy watch beavers building a dam, they notice that each beaver helps create the dam in its own way, without overt direction. Similarly, managers must allow workers to exercise their own best judgment to add their talents to an organization. In addition to leading people in knowing their work is worthwhile, the leader must make sure the support and resources are available so that success is possible. Managers set the boundaries, but workers have control of their work within the boundaries.

The final organization law that Andy teaches Peggy is *The Gift of the Goose* which involves working for the right reward. When geese fly in formation, an observer will notice frequent honking as if they are cheering each other on. All the geese honk—it is not just the lead goose making the noise. A wise manager knows that encouragement in the form of cash and congratulations generates enthusiasm and affirms people for their contributions toward achieving a valuable shared mission. Everyone in an organization should cheer the progress and not just the result.

The three basic principles portrayed in the story of salvaging a large manufacturing business can be implemented in our personal lives or in our classrooms, schools and educational entities. This simple but profound book can serve as an excellent tool to empower and energize individuals and organizations. ■



# Service Directory.....

## Utah State Office of Education

### Special Education Services

- Karl Wilson • Director of Special Education and At Risk.....538-7711 • kawilson@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education.....538-7757 • ngray@usoe.k12.ut.us
- Pat Beckman • Specialist, Access to the General Curriculum.....538-7716 • pbeckman@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance, Preschool.538-7708 • bbroadbe@usoe.k12.ut.us
- Karen Kowalski • Specialist, Emotional Disturbance/Mental Health .....538-7568 • kkowalsk@usoe.k12.ut.us
- Susan Loving • Specialist, Transition.....538-7645 • sloving@usoe.k12.ut.us
- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools.....538-7724 • cnewbold@usoe.k12.ut.us
- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)  
.....538-7580 • bschroed@usoe.k12.ut.us
- Jocelyn Taylor • Specialist, TBI, Autism .....538-7726 • jtaylor@usoe.k12.ut.us
- Tom Burchett • Specialist, Assesment, Finance .....538-7639 • tburchet@usoe.k12.ut.us
- Cheralyn Creer • Specialist, Severe Disabilities, Deaf/Blind, OHI.....538-7576 • ccreer@usoe.k12.ut.us

### Utah Personnel Development Center

2290 East 4500 South, #220 & #170 Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Jerry Christensen, Team Leader.....jerryc@ulrc.org
- Jim Curtice.....jimc@ulrc.org
- Ginny Eggen.....ginnye@ulrc.org
- Michael Herbert.....michaelh@ulrc.org
- Cheryl Hostetter.....cherylh@ulrc.org
- Loydene Hubbard Berg.....loydeneb@ulrc.org
- Diane Johnson.....dianejo@ulrc.org
- Terri Mitchell.....terrim@ulrc.org
- Connie Nink.....connien@ulrc.org
- Hollie Pettersson.....holliep@ulrc.org

### Utah SIGNAL Project

2290 East 4500 South #265, Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Bruce Schroeder, Project Director.....bruces@utahsignal.org
- Monica Ferguson.....monicaf@utahsignal.org
- Dan Morgan.....danm@utahsignal.org
- Sharon Neyme.....sharonne@utahsignal.org

### Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....upc@inconnect.com

## On The Back Cover:

Preschool teachers rediscover marching to their own drum (Bongs, Bells & Butterflies)  
at the Preschool Conference Oct. 3&4, 2002. Picutred:Keynote speaker  
Graciela Italiano-Thomas, drum group participants and Drum Workshop Inc.

Special thanks to Terri Mitchell and Connie Nink.

Far left: Differentiated Instruction with General Education and  
Special Education at Westmore Elementary, Alpine District.

# Utah Professional Development

## Calendar 2002-2003\*

### December 2002

- 2 PECS Training, West Coast Hotel, Salt Lake City. Contact Jocelyn Taylor, 538-7726.
- 3 Transition Round Table. Iron County School District. Susan Loving 801-538-7645.
- 5-8 DEC National Conference, New York. Contact Barbara at 303-556-3328 or view online at DEC Conferences. ([www.dec-sped.org/conference.html](http://www.dec-sped.org/conference.html))
- 6 Behavior Elementary Model Site Training Follow-Up, Valley View, Weber School District. Contact Hollie Pettersson 801-272-3431.
- 7-10 NSDC Conference. Boston, MA. Contact NSDC 1-800-727-7288.
- 10 Transition Round Table. Utah State Office of Education, Susan Loving 801-538-7645.
- 11-14 2002 TASH Conference, Sheraton Boston & Hynes Conference Center, Boston, MA. Contact [www.tash.org](http://www.tash.org)
- 13 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

## 2003

### January 2003

- 8 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.
- 14-15 TEACCH with Roger Cox, West Coast Hotel, Salt Lake City. Contact Jocelyn Taylor, 801-538-7726.
- 14-15 ELL Conference, Provo Marriott Hotel, Provo. Contact UPDC, 801-272-3431 or 800-662-6624.
- 14-15 Trainer of Trainers/AIMS for Success (Elementary). Location to be announced. Contact Pat Beckman 801-538-7716
- 16-17 Utah Mentor Conference, Provo Marriott, Provo, Utah, Contact UPDC, 801-272-3431 or 800-662-6624.
- 23-24 Trainer of Trainers/Aims for Success (Secondary). Location to be announced. Contact Pat Beckman 801-538-7716.

### February 2003

- 7 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.
- 14-15 CCBBD International Forum, Las Vegas, NV. Contact Lyndal Bullock, 940-565-3583 or email: [bullock@tac.coe.unt.edu](mailto:bullock@tac.coe.unt.edu)
- 20-21 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 20-21 UAAACT Conference. Ogden Marriott Hotel, Ogden, UT. Contact Jocelyn Taylor 801-538-7726
- 26 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.

### March 2003

- 8-10 ASCD 58th Annual Conference & Exhibit Show, San Francisco, CA. Contact [www.ascd.org](http://www.ascd.org)
- 13-14 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 20-21 National ACRES Conference. Contact Sharon Neyme, 801-272-3431 or 800-662-6624
- 27-28 English Language Learners Conference. Location to be announced. Contact Jocelyn Taylor 801-538-7726.

### April 2003

- 2 PECS Training, Washington District Office, St. George. Contact Jocelyn Taylor, 538-7726.
- 3-4 Special Education Meetings, Park City. Location to be announced. Contact Nan Gray 801-538-7757.
- 9-13 National CEC Conference, Seattle, Washington., Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624
- 24-25 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.

### May 2003

- 9 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

### October 2003

- 2-4 CCBBD International Conference. St. Louis, MO. Contact Lyndal Bullock, 940-565-3583 or email: [bullock@tac.coe.unt.edu](mailto:bullock@tac.coe.unt.edu)



“What fun for me to be a small part of your Mentor Training Program! I appreciate the kindness extended to me during my visit. Have a wonderful year! Contact me if I may be of help in any way and remember, don't let your tiaras get in a twist or your wings bent out of shape.”

—Judy W. Wood





*Stories from the road!*  
(See Page 38)

**Utah Personnel Development Center  
2290 East 4500 South  
Suite 220  
Salt Lake City, UT 84117-3431**

**ADDRESS CORRECTION REQUESTED**

