t³ TEACHERS TEACHING TEACHERS ™

FOR A DYNAMIC COMMUNITY OF TEACHER LEADERS

MAKING A SERIOUS STUDY OF

Classroom scenes

HIGH SCHOOL FACULTY DEVELOPS A WAY TO OBSERVE AND LEARN FROM EACH OTHER

By Valerie von Frank

After seven years of working in learning communities — thinking about ways to improve their practice and looking at student work — the teachers at Granby Memorial High School in Granby, Conn., weren't satisfied.

They appreciated the weekly professional learning team time, but they wanted to go deeper. So, in 2007, the faculty suggested a new form of collaboration — regular job-embedded time observing each other teaching.

"It's not often teachers come to you and ask for something like this, so when they do and they're so engaged and positive about the process, it inspires me to say, 'We have to find a way to make this work,'" said Patricia Law, vice principal. "We'd been working together in learning communities, learning to work as a group, to have a common goal, to be able to discuss and gather data around that goal. It seemed like a natural step."

Administrators spent the summer

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reviewing the literature for a research base for the idea and developed a process they believed would work. They didn't find an exact model, but created a process that is almost a cross between lesson study and medical grand rounds. Groups of two to four teachers have one class period each month to observe a peer teaching. That time is followed by another period, preferably the same day, discussing a point the observed teacher may have requested or other observations.

Administrators have no part in these observations, other than asking what teachers learned from the experience. "We do not go into the classrooms while they are peer sharing with each other," Law said. "We let them have that time. But we ask them to be able to point to changes in practice they have gotten from this process."

The protocol

Peer sharing occurs during one week each month on Mondays, Tuesdays, or Fridays, when students have eight-period days with 40-minute classes. (On Wednesdays and Thursdays, students have longer block periods to accommodate a weekly, one-hour time for teachers to meet in their learning communities to work on goals drawn from student data.)

Law admits scheduling 70 teachers is a complex task that takes months. She makes sure teachers are pulled from only one class a month, and never the same class period twice. The follow-up session occurs during a study hall or prep period, she said. She then makes sure the teachers who miss a preparation period get an extra one on another day.

Three substitute teachers are hired on the peer-sharing days and rotate through the classrooms to free the teachers. Dates are scheduled before the school year begins, and teachers are asked not to schedule field trips, personal days, or any other activity during that time, a requirement that emphasizes the importance of the learning.

Once the peer-sharing teams are set, teachers find out whether the observed teacher wants to

NSDC'S BELIEF
Schools' most complex problems are best solved by educators collaborating and learning together.

focus on a specific question, and the group discusses whether to interact with students or what other expectations the observed teacher has. The groups then use an observation sheet to focus their work.

Initially, the observation sheet didn't include reflections for what observers might learn, a section added in now. As teachers began the process, they recognized that the value of observing is in stimulating reflection both for the observed teacher and those observing — the reason the faculty termed the process peer sharing rather than peer coaching.

Fine-tuning

That kind of fine-tuning has occurred throughout the year the school has practiced these rounds. Refinement began even as the process was proposed.

At the start of the 2007-08 year, administrators presented a summary of their summer's research to department heads, modeling the proposal with teacher videos, having dialogue about what they saw.

"We said, 'OK, what works; what doesn't?' " Law said. The idea then was modeled with the full staff at the beginning of the school year before being implemented.

One adjustment made for the 2008-09 school year, based on teacher feedback, was to schedule teachers in department-based groups for half the year, with different team members each month observing teachers within their own subject area. The other half of the year, the teachers work in interdisciplinary groups.

Work also occurred on helping teachers not only learn what to observe, but how to talk about it. The staff worked on ways to begin the conversations around their observations, something the teachers had initially pointed out as difficult.

"How do you say something after observing a lesson?" Law said teachers asked. "Saying, 'That was nice; good job' — the observation has to be more meaningful than that."

Art teacher Hollie Hecht said her rounds have given her insights into her teaching practice both

WHY IMPLEMENT PEER SHARING?

- Share "craft knowledge"

- Add to the school's collaborative focus (PLCs, teams, departments)

- Help teachers broaden their repertoire of instructional strategies

- Improve our understanding of what we know about best practices in teaching and learning

- Respond to teacher requests

- Support a school goal to increase student achievement

Source: Granby Memorial High School, Granby, Conn.

by observing her colleagues — and her students.

"I was thrilled to be in a classroom to see how other people teach," Hecht said, "and also to see how students that we share may behave differently depending on the subject area, and even teaching structure and style. They may excel for one teacher and struggle in another" class.

Hecht said the nonjudgmental aspect of the process is the basis for its benefits. "We remind ourselves that it is peer sharing, not peer coaching," Hecht said. "It is presented to be reflective and helpful. … If it can help to inform our teaching, why not do it?"

School administrators have looked for the evidence of why to do it, evaluating how effective the process is during their regular administrative walk-throughs. Law said they see changes.

"Teachers are trying and using Marzano's nine instructional strategies in different ways," Law said, referring to *Classroom Instruction that Works*, by Robert Marzano, Debra Pickering, and Jane Pollock (ASCD, 2001). "Teachers are more reflective in conversations with us and with their peers. We have a reduction in isolation."

Although teachers have not yet begun to create interdisciplinary units, Law said, she said she has noticed increased interdisciplinary collaboration.

"I think there's also increased trust within the building," she said. "It takes a lot of trust to feel comfortable making those comments or suggestions during the debriefing."

Essential learning

Law emphasizes that peer sharing can be created only when a supportive culture has been established.

She said opening doors was less difficult for teachers used to weekly walk-throughs by school

> "Perhaps no practice evokes more apprehension among educators than the prospect of our peers camping out in the back of our classroom for a few hours and watching us engage in the difficult art of teaching.
>
> "Yet there is no more powerful way of learning and improving on the job than by observing others and having others observe us."
>
> – Roland S. Barth,
> *Relationships Within the Schoolhouse*

administrators and monthly walk-throughs by district administrative teams. She said students also were not disturbed since they were used to other adults dropping in informally.

"As a district, we are steeped in the idea of looking at practice, talking about what is best instructional practice, and looking to always gather data, have professional dialogue, and using that to move forward," Law said.

"Would it work for everybody?" she continued. "Probably not. It takes a strong base of knowledge about what collaboration is and why it's important. … I think it fits for who we are as a school and where we are in the process of collaboration. This professionally develops our teachers in a way that meets their specific needs. It's probably one of the most important things we do." ◆

▲ Tools

FROM PERFORMANCE TO PRACTICE

Purpose: To draw on observations of colleagues' teaching so best practices may be discussed, developed, and disseminated through sharing and overcoming the culture of isolation that so often limits classroom teaching.

Time: Two hours for a whole-faculty introduction of the process; one class period for each observation; one period for reflecting on each observation.

Materials: Multiple videos of real instruction; Discussion Guide for Peer Sharing (p. 7) for each observer; Norms for Peer Sharing (p. 6) for debriefing session.

▲ Process for peer sharing

STEPS:

1. Form interdisciplinary peer groups of four to five teachers.

2. Adjust schedules to permit the peer group to have two shared periods each month, one for observation and one to reflect.

3. Before the first peer observation, schedule one practice session for the whole faculty to role play.

4. Obtain a video for the practice observation. Use multiple copies for small group practice.

5. Tell the gathered faculty: During the video observation …
   • Focus on teaching and learning practices. What do you see?
   • Use the Discussion Guide to focus your observations.

6. Break the faculty into small groups and have each group go to an assigned room.

7. Ask one volunteer in each group to portray the teacher in the video.

8. As a group, decide:
   How do you get the conversation started?
   • Will the observed teacher comment first?
   • Will you open with a peer comment?

How is feedback given?
Received? Responded to?
   • Does everyone talk at once?
   • When will the observed teacher respond?
   • How is time structured?

9. Watch the video.

10. Have a professional conversation about the lesson using the Discussion Guide and Norms for Peer Observation.
    • What did you see?
    • What questions do you have for the teacher?
    • What did you take away from the lesson?

11. Return to the whole faculty session to discuss the process.
    • What worked?
    • What was difficult?

12. Use the experiences and refinements of the practice session in individual observations over the next several months.

13. Reflect on the observation process in faculty meetings and at semester break.
    • What is working?
    • What needs tweaking?
    • How is it working for you as an individual?
    • How is the process working for your group?

Source: Granby Memorial High School, Granby, Conn.
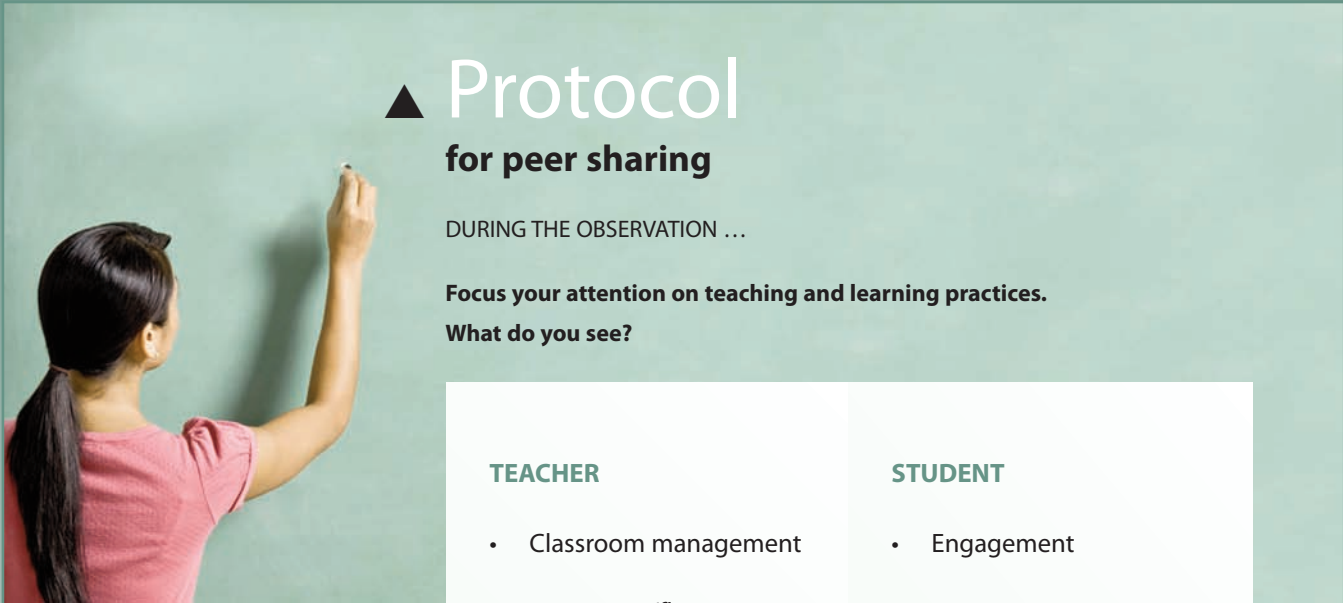
▲ Protocol

for peer sharing

DURING THE OBSERVATION …

**Focus your attention on teaching and learning practices.
What do you see?**

TEACHER	STUDENT
• Classroom management	• Engagement
• Transitions/flow	• Interactions
• Differentiation	• Technology
• Pacing	• Group work
• Questioning/wait time	• Other
• Technology	
• Interdisciplinary connections	
• Other	

Jot notes on the Discussion Guide for Peer Sharing, p. 7, to focus your observations.

Source: Granby Memorial High School, Granby, Conn.

▲ Norms for peer sharing

WHEN REFLECTING ON A LESSON OBSERVATION:

SUGGESTED NORMS	WRITE YOUR OWN NORMS
Use "I saw …" statements.	
Discuss teaching and learning practices, not individuals.	
Ask questions.	
Limit "I liked …" statements.	
Refrain from classifying observed behaviors as good or bad.	
Keep all information from the session strictly confidential.	

Source: Granby Memorial High School, Granby, Conn.

▲ Discussion guide
for peer sharing
CONFIDENTIAL

Teacher observed _____

 Date _____   **Class** _____

A. Is there an area you would like us to focus on during our observation?

___ Student engagement   ___ Assessment techniques/data collection
___ Lesson delivery   ___ Student-centered vs. teacher- centered instruction
___ Instructional strategies   ___ Other: _____
___ Clarity of objectives/purpose

B. An area of teaching or learning I would like to focus on is …

_____
_____
_____

C. During my observation I saw …

_____
_____
_____

D. Questions I have are …

_____
_____
_____

E. Follow up from this observation is …

_____
_____
_____

F. Something I took away from this observation is …

_____
_____
_____

Source: Granby Memorial High School, Granby, Conn.

Bill Ferriter is a 6th-grade social studies and language arts teacher at Salem Middle School, Apex, N.C.

It's that simple: Avoid complexity

You wander into your favorite pub with your colleagues after work looking for a bit of a release. Your mind is already drifting toward paradise, drawn by the powerful tang of the 25-cent chicken wings on special.

Then you sit down at your table, only to discover that one of its legs is shorter than the rest. Instantly, you're drawn back to reality — wrestling with the inevitable tips and turns that your sodas take every time an inadvertent elbow lands on the corner of your restaurant real estate. What could have been a beautiful start to a restful weekend ends with more stress.

This was the challenge tackled by a young inventor pitching to a group of venture capitalists last month on "The Dragon's Den" — a BBC America program that I love. Having designed a pocket-sized solution to lopsided tables, this guy had me hooked. "You simply take out our tool and slide it under the shortened leg of your table. Problem solved," he stated.

"You'll be a vigilante wobblestopper in no time!"

To the investors in the Den, the solution was far more complicated than it needed to be. "Why would I want to buy your gadget to fix something that everyone already deals with easily? You're making things too difficult," they countered.

That pulled me up short. How many times do we get carried away with our own efforts and spend our time brainstorming ideas and answers to something that can be solved in a different way? Sounds a lot like failing professional learning communities, doesn't it?

Every challenge — no matter how small — seems to require complex solutions and the input of dozens of stakeholders. School improvement teams meet for months designing lunch schedules. Grade-level colleagues debate the merits of different heading styles for assignments. Teachers argue over the wording in team documents and struggle to find collective solutions to bathroom pass policies — believing that they're doing meaningful work together.

Wasting energy wrestling over such straightforward situations, however, leaves teachers discouraged with collaboration at best — and ready for an immediate return to the isolated classroom at worst! Eliminating these frustrations begins by using our limited resources, especially time, wisely.

Want to be a hero to the learning teams in your building?

Start by independently addressing the simple issues facing your organization before your teams become mired in unproductive conversations. Design outlines for meeting notes and sets of suggested grade-level policies that teams can tailor. Organize systems for clearly handling discipline issues and recruit parent volunteers to tackle school fundraisers.

Then, focus groups on a handful of tasks connected to teaching and learning. Encourage the team to develop common assessments or shared mini-lessons on topics that challenge your student population. Dive into an exploration of remediation or enrichment strategies, or promote active reflection activities like action research or Japanese lesson study.

Become a vigilante wobblestopper — tackling the topics that must be addressed but remain tangential to the real work of learning communities — and you'll guarantee that teachers' collaborative efforts are focused where they should be: On ensuring that every child learns! ◆

Join the conversation with Bill by visiting www.nsdc.org/blog/ and offering your opinion. Bill posts his provocative ideas frequently — be sure to return often.

6 ways to ignite teachers, coaches

Joellen Killion is deputy executive director of the National Staff Development Council.

Teaching is hard work and depends on both craft and science. Coaches and teacher leaders work closely with teachers to refine the craft of teaching and deepen teachers' understanding of pedagogical science. Working collaboratively with their peers, coaches and teacher leaders have multiple strategies for supporting teachers as they refine their content knowledge, implement research-based instructional strategies, and use multiple methods of assessment. Strategies such as lesson study, examining student work, peer coaching, and demonstration lessons are familiar to many teacher leaders. Several strategies might add some spark to the joint work between teachers and coaches.

1. CA^{2}I

One powerful way to engage teachers in refining their teaching expertise is to collaborate on unit and lesson planning. The process follows the CA^{2}I process:

- **Curriculum:** Study the curriculum to determine the next key concept to teach, and specify student learning targets.
- **Analysis:** Analyze student data to determine what students know in relation to the identified learning targets.
- **Assessment:** Develop the assessment that will provide information for both students and teachers about their learning; plan adjustments for individual or small groups of students with specific learning needs.
- **Instruction:** Select the appropriate instructional strategies.

When teachers gather, curriculum guides in hand, with data from common assessments and other measures to investigate what and how to teach the next key concepts, they engage in joint work that reaches beyond what any one teacher knows and reflects the shared expertise of all teachers on the team. Once teachers confirm their learning targets and what their students already know relative to those targets, they can discuss how to determine if students meet those targets. Together, their conversations foster calibration of their expectations so there is consistency in their expectations across classrooms. They examine high-yield instructional strategies to determine which is most appropriate to use for each learning target. Teachers' conversations will enrich their decision making by allowing them to consider different perspectives, options, and approaches, energize their planning, and allow them to meet the learning needs of all students.

2. Grand rounds

Walk-throughs are prevalent practices in schools today. In most schools, the principal conducts the walk-through. One strategy to promote more collaboration around quality teaching is grand rounds. Grand rounds, drawn from the medical practice of residents presenting patient cases and observing a physician in practice, promote interaction among more staff so more benefit from their peers' expertise.

To deprivatize practice in schools, teacher leaders and coaches lead small groups of teachers to visit classrooms, followed by opportunities for visiting teachers to talk with the host teacher about his or her instructional practice, decisions,

TEACHER LEARNING

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
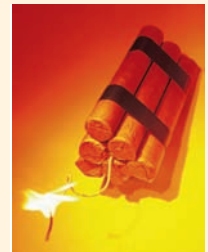
For more information about NSDC's Standards for Staff Development, see www.nsdc.org/standards/index.cfm

and student learning. When small groups of teachers rather than a single teacher observe in a classroom, the richness of the opportunity to observe professional practice is expanded because observers perceive different aspects of the teaching. The teacher observing gains the most from the partnership. To make the most of grand rounds, the coach might facilitate a brief meeting prior to the visit between visiting teachers and the host teacher to learn what the host has planned for the lesson and about previous and subsequent lessons. The coach then facilitates the debriefing session following the visit that centers around understanding the teaching and learning observed.

Alternatively, the host teacher may request that visitors observe specific students in the classroom to provide information to the host teacher about how the students performed in the lesson. Close observation of students, their work, their questions, and their behavior can reveal to the host teacher how to reach the designated students more effectively. In student-focused observations, the conversation between the visiting teachers and the host teacher concentrates on what the students did in the lesson rather than the teacher's behaviors.

3. Instructional dialogue

Instructional dialogues between the coach and one teacher or among a small group of teachers facilitated by the coach help teachers connect research about effective teaching to their practice. The practice, drawn from The Learning Network, engages teachers in describing their practice and linking it to the research, principles, or theories about teaching that inform their practice. Many teachers are skillful and have a repertoire of effective instructional practices, yet they are not always well versed in the supporting research. The instructional dialogue engages teachers in explaining the principles, theories, and research with which they are familiar and how it influences their practice. Instructional dialogue also gives coaches opportunities to share research with teachers to help them become more familiar with the studies that support the effects of particular instructional practices.

A masterful teacher understands the multitude of instructional decisions he or she makes

each day. To make considered decisions about instruction, teachers know not only how to implement specific strategies, but also when to use those strategies. They can explain their decisions and support them with evidence of effectiveness drawn from research or successful practice. Engaging teachers in understanding why effective instruction works helps them refine their practice.

4. Hypothesis testing

Teaching involves both science and art. Hypothesis testing is one way to increase teaching effectiveness. Like action research, yet more immediate, hypothesis testing includes forming a hypothesis about the effects of a particular practice and noting its effects. This form of contextual analysis allows teachers to more deeply understand research and their own practice. Teachers might try to stand at different places in their classrooms during a lesson and note the impact that each position has on students. These short, observed practices encourage the teacher to maintain a heightened degree of observation related to their practice. Teachers can form hypotheses when they observe something that surprises or troubles them or something that piques their curiosity. When teachers share their hypotheses and observed effects regularly with their peers in team meetings, they enhance others' expertise.

5. Assessment writing

Teachers use assessment to support student learning and to gather information about what students learn. Assessments tell both students and teachers where students are in relationship to the learning targets. Developing assessments requires skill. When teachers work collaboratively to discuss how they will know whether students have achieved the learning targets, they clarify their individual understanding about what the learning target means and develop a common and consistent expectation for student learning that ensures that students, regardless of whose classroom they are in, are meeting the same learning target. Teachers collectively develop a common perspective of what it means to achieve the learning target, how students will demonstrate that expectation, and what is considered acceptable work.

When teachers share assessments with one

To make considered decisions about instruction, teachers know not only how to implement specific strategies, but also when to use those strategies and when they are not appropriate.

another and even share in analyzing student assessments, they support each other in exploring different ways to intervene if students' work falls short of the expectation. When teachers have opportunities to engage in professional dialogue about student learning expectations and what quality student work looks like, students and teachers benefit. Coaches have an important role in facilitating the dialogue and ensuring that each teacher's views are heard, that student learning is the central issue, and that teacher reflection about their practice is included.

6. Content-focused conversations

Teachers working together have opportunities to clarify the content they teach. Not all teachers share the same level of understanding of the curriculum they teach. At the elementary grades, some teachers may have more preparation in some content areas while others have a greater depth of knowledge in other areas. At the secondary level, the same is true. Among teachers within a discipline, they may each have had a particular specialty in the distinct aspects of the discipline. Depending on the teachers' academic preparation, their content expertise may vary.

Together, teachers with diverse or similar content backgrounds can explore the knowledge and skills embedded in content standards. Teachers can explore how the concepts reach across content areas, as well. They can examine the breadth and depth of key concepts or principles within the curriculum to clarify what is developmentally appropriate for students and decide how to build on what students have learned previously and what follows. Teachers can examine practical applications of the content to link school learning with authentic application of the learning. Teachers can share their own understanding of the standards with one another and examine the structure of the discipline that underlies the construction of the curriculum they teach.

Coaches and teacher leaders have multiple strategies to deepen teachers' content knowledge, expand teachers' instructional strategies, and increase the effectiveness of teachers' approaches to assessment. To continually refine teaching, teachers work collaboratively, facilitated by skillful teacher leaders, to share expertise to improve student learning. ◆

Teachers working together have opportunities to clarify the content they teach.

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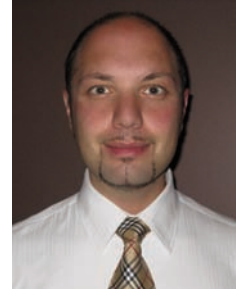
Mentors help shape his coaching

Q **As a relatively new coach, how did you figure out how to do this work?**

For myself, we have a group of 20 or so coaches for our school board and through the mentorship of these experienced coaches, facilitators, and principals, I've shaped what my role would be like. We've had professional development around the roles of a coach from NSDC. I'm still a learner. The best way to benefit my teachers and my schools is to learn as much as I can. It involves a lot of professional reading, a lot of mentoring from other coaches. I learn from my teachers, as well. We all learn together.

Three to four days before my visit to a school, I send an e-mail and request appointments for support. I have a menu of items I'd like to focus on. Teachers reply with periods they are available and topic requests, and we then will plan out a model lesson and strategies. In a typi-

cal planning session, we sit down with ministry documents and recommended instructional strategies to plan out a lesson or a unit. I just found that e-mailing ahead works for me.

When I partner with a teacher, we agree, "Watch me, observe me, take notes, let me know what you felt worked, what didn't work." Then we'll work together on something. Then the teacher shows what he or she has gathered from the instructional strategy. When we're partnering, it's an activity in shared leadership.

A large part of leadership is being in a partnership with administrators and teachers. I communicate with administrators, look at school rules and how to work with teachers to be precise with our strategies, work with teachers looking at best practices, play a part in making sure our professional learning communities are student-centered and are based on data, and help with group problem solving. I find the experts in each area and pair those who can help each other out. ◆

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Learning requires time, quality

By Carla Thomas McClure

As schools try to improve student achievement in core subjects, teachers may be tempted to cram more content into less time. But this approach can be counterproductive, according to the American Educational Research Association (AERA, 2007). What's needed, according to the association's review of the research, is better use of existing time and appropriate use of extended time for learning.

Why do researchers distinguish between allocated time and academic learning time?

Researchers use the term allocated time to describe the total amount of time dedicated to a particular content area within a school day or year. Academic learning time is the amount of time students spend working on appropriately rigorous tasks. Numerous studies have shown that students who spend more time engaged in such tasks have higher achievement than students who spend less time, if the assigned tasks are central to the curriculum.

Can increasing allocated time improve student learning?

Increasing the amount of time available for learning through after-school programs can be especially helpful for low-performing students — but only if the program includes specific activities focused on academic content. Researchers at the Collaborative for Academic, Social, and Emotional Learning conducted a meta-analysis of research on 73 after-school programs and concluded that "interventions that recognize the interdependence between youths' personal and social development and their academic development can be very effective" (Durlak &

Weissberg, 2007). Studies in California show that extended time for learning is also crucial for English language learners, many of whom must learn academic English and course content at the same time (e.g., Gandara, Maxwell-Jolley, & Rumberger, 2006). AERA cautions, however, that adding more time without paying attention to how the time is used is unlikely to yield positive results.

How can time be used more effectively in the classroom?

AERA recommends that schools seek to increase academic learning time by focusing on key curriculum concepts and increasing the rate of academic engagement among students. Increasing the rate of engagement requires that teaching be well-structured and adjusted to suit the learning needs of individual students. A U.S. Department of Education practice guide (Pashler et al., 2007) on organizing instruction to improve learning presented strong evidence for two practices:
- Allowing time for students to answer deep-level questions and explain their answers; and
- Giving short-answer and fill-in-the blank quizzes at regular intervals to re-expose students to key content.

Allowing sufficient time for students to master skills and concepts is especially important in subjects such as math and science, which require deep conceptual learning. A 2003 study cited by AERA illustrates this point. In the study, 3,000

EDVANTIA™

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8th-grade science students, all taught by the same teacher, received different versions of a single curriculum. Each covered the same content within a different time frame (three, six, and 12 weeks). Seventy percent of the students who received 12 weeks of instruction did well on multiple-choice tests and written essays. For the three- and six-week versions, student performance remained about the same on the multiple choice tests, but performance decreased dramatically on the essay test. The researchers concluded that for many students, "packing the curriculum results in superficial understanding" (Clark & Linn, 2003).

What other guidance does AERA offer?

AERA issued four policy recommendations:

1. Schedule more instructional time for the core academic subjects;
2. Extend the school day and calendar as necessary to meet these needs and still maintain time for non-core subjects, such as gym, art, or library;
3. Make sure that extended allocations of time for core curriculum are used for high-demand academic learning adapted to individual students' needs; and
4. Focus additional funds on the students who need it most.

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RESOURCES ON TIME AND LEARNING

THE NATIONAL CENTER ON TIME AND LEARNING, established in 2007, provides information on increasing academic and enrichment opportunities for students. Its web site includes a blog (Time Matters) and column, Ask a Principal.
www.timeandlearning.org

MASSACHUSETTS 20/20, established in 2000, has helped launch several initiatives to expand the school day or provide after-school services in Massachusetts. See its web site for research summaries and best practice reports
www.mass2020.org/

The researchers concluded that for many students, "packing the curriculum results in superficial understanding."

Take a survey, **WIN A PRIZE!**

A special NSDC e-mail is coming your way inviting your participation in a readership survey. We hope you will take the time to offer us some feedback that will allow us to continue to tune our service to you.

Your answers will provide us with data — and enter you in a drawing for a prize:

- **Free membership for one year!**
- **A copy of *Team to teach: A facilitator's guide to professional learning teams,* by Anne Jolly.**
- **A copy of NSDC's book, *Finding time for professional learning.***

Please reply promptly when you get your e-mail with the link to the survey.

Prizes will be drawn Jan. 6.

Winners will be notified by Jan. 19!