

Engage the school's leadership team in a discussion of the reading.

WHAT A SCHOOL LEADER NEEDS TO KNOW ABOUT ...

DEFINING EFFECTIVE PROFESSIONAL LEARNING

Purpose: To promote deeper understanding and next action thinking among the school leadership team and/or teacher leaders about the study, "Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad," the recently released first phase of "Multiyear Study of the State of Professional Learning in the U.S."

Time: Approximately 1 hour to 1½ hours to read the study; 1 to 2 hours for discussion.

Materials: Chart paper, markers, copies of the study (available at www.nsd.org/stateproflearning.cfm).

1. Read the study and record your thoughts in the four squares in preparation for a longer conversation with colleagues:

IDEAS THAT WERE NEW FOR ME

COMMENTS THAT AFFIRM MY ACTIONS

QUESTIONS I WANT TO ASK THE AUTHOR

ACTIONS I WILL TAKE NEXT

2. Engage the school's leadership team in a discussion of the reading by first sharing what each person put in each quadrant of the grid and then discussing these questions:
 - What implications does this study suggest for professional development in our school?
 - What are several strategies we can implement to strengthen our school's professional development?
 - What would be our first actions to make that happen?

Leaders can develop better understanding about research on professional learning.

DO *or* DISREGARD

Purpose: To promote deeper understanding and next action thinking among teacher leaders or the school leadership team about research on professional learning. Teachers may use “Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad,” the recently released first phase of “Multiyear Study of the State of Professional Learning in the U.S.”

Time: Approximately 1 hour to read; 1 hour for discussion.

Materials: Chart paper, markers, copies of the study (available at www.nsd.org/stateproflearning.cfm).

1. Divide the report into sections and ask each individual in the group to read one section. As participants read, each fills in this table:

DO NOW	PLAN FOR	DISREGARD
What things do we need to do now? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	What things have long-range implications that we need to plan for? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	What ideas are not applicable to us? Why? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2. Each person reports out to the group.
3. A recorder can capture ideas for the group to discuss.
4. Prioritize among ideas in each category and decide as a group on next steps.