

theme / TRANSFORMING TEACHING

Who's that teacher? *Matrix shows how to support teachers at different levels.*

The notion of differentiated support applies to teachers as well as to students, since individual teachers demonstrate mastery in different areas of expertise. This framework outlines considerations for how school leaders can best support teachers with strengths and weaknesses in content and student knowledge.

By Gary Waddell

Medical residency model goes to school.

Teams of teachers and principals from a district outside of Seattle, Wash., visited studio classrooms to engage in meaningful, on-the-job learning. The learning laboratory environment allowed teams to observe other teachers, discuss lessons in detail, and collectively reflect on what works and what doesn't before taking practices back to their own classrooms.

By Beth Boatright and Chrysan Gallucci with Judy Swanson, Michelle van Lare, and Irene Yoon



See me, hear me, coach me. *Virtual bug-in-ear technology brings immediacy to professional development.*

Teachers in Alabama and Pennsylvania participate in on-the-spot coaching, thanks to the wise use of technology tools, including wireless headsets, webcams, and Skype. The virtual presence of the coach in the classroom during lessons encourages just-in-time adjustments to instruction and immediate feedback and support.

By Marcia L. Rock, Madeleine Gregg, Pamela W. Howard, Donna M. Ploessl, Sharron Maughn, Robert A. Gable, and Naomi P. Zigmond

A work in progress: *Formative assessments shape teaching and provide mutual professional development.*

Teachers in Buffalo Grove, Ill., and Barrington, R.I., collect evidence before, during, and after instruction to stay on top of which students need help and which students are making progress as intended. The collaborative analysis of the assessment data assists all teachers in building their content knowledge and pedagogical skills.

By Julia Steiny

Collaboration takes center stage: *Interactive teaching through a schoolwide focus on the performing arts leads to dramatic improvements in learning.*

An elementary school in Petaluma, Calif., took a journey from good to great teaching with a focus on integrating performing arts partnered with a sophisticated examination of student learning. Collaborations among expert teachers and grade-level teams led to increased student engagement and a commitment to an open, reflective school culture.

By Jeff Williamson and Diane Zimmerman

features

Spotlight on special education.

Special education is one of many issues demanding school and system leaders' attention. Find 10 critical readings for administrators, annotated by educators immersed in the subject. The articles cover autism, legal issues, inclusion, Response to Intervention, and professional learning.

By Belinda Dunnick Karge and Beth Lasky

State of the profession revisited: *Global statistics bring fresh thinking to inquiry into professional development.*

NSDC's recently released report, *Professional Learning in the Learning Profession*, inspired one noted researcher to continue the dialog about how to extend knowledge about what works in professional development. The use of comparative education data from around the world provides an opportunity to examine practices and contexts in the United States.

By Bruce R. Joyce

