

theme / THE BASIC INGREDIENTS

Proof positive: *The keys to successful change are in our grasp. Q&A with Michael Fullan.*

The fundamentals of professional learning are well-established, and, in many places, clearly evident. Considering the entire system is critical, as are effective leadership and a focus on every child. Being savvy about change requires identifying and targeting systemic effort on the improvement strategies that yield results.

By Tracy Crow

Blending together, step by step: *Principal uses professional learning to combine two school cultures into one.*

A principal consolidating two elementary schools in rural Indiana had the opportunity to establish a new culture of collaboration and professional learning. By starting with the basics of establishing trust, setting common goals, and making time for job-embedded learning, this instructional leader drove the school to student success.

By Linda E. Martin, Tracy Shafer, and Sherry Kragler

Weighing the workshop: *Assess the merits with six key criteria for planning and evaluation.*

Facilitators of professional development must attend to the details of six concepts to ensure that they create effective learning experiences. Their planning should examine coherence, climate, instructional strategies, participant engagement, meeting logistics, and assessment and feedback.

By Catherine A. Little and Kristina Ayers Paul

Lasting impression: *Targeted learning plan has a maximum impact on teacher practice.*

Learning opportunities without follow-up and ongoing support are unlikely to have impact. Planning cycles of learning that include coaching, reflection, reading, and discussion will lead to implementation and results.

By Jeff Nelsen and Amalia Cudeiro

NSDC's standards to the rescue: *Focus on context, process, and content provides a strong foothold for mentor program.*

Mentors of the 200 new teachers who enter Washoe County School District (Reno, Nev.) each year must determine what new teachers need to know, what professional learning will help them, and how the district will know if the learning has impact. The district used NSDC's standards as a framework for planning, with impressive results.

By Sharyn Appolloni

From group to team: *Skilled facilitation moves a group from a collection of individuals to an effective team.*

Team development isn't automatic in schools — teachers don't necessarily know how to collaborate effectively. Group leaders can help teams develop by attending to stages of team development and carefully facilitating and planning collaborative learning opportunities.

By Ginny V. Lee

features

Deeply embedded, fully committed: *Leaders transform Washington district into a professional learning community.*

With a philosophy that learning by doing has impact and that the fundamental purpose of schools is student and adult learning, one district in Washington used professional learning communities to embed teacher growth into the workday. Principal leadership was essential in establishing this cultural transformation.

By Robert Eaker and Janel Keating

Tackling resistance: *Turn what could be a very bad day into a very good opportunity.*

School-based coaches sometimes face resistance from the teachers they support. Several coaching strategies can help overcome teacher discomfort or intransigence.

Coaches must establish a plan to reach out to reluctant partners in order to ensure coaches and teachers meet their shared goals of improved student learning.

By Annemarie B. Jay



coming up

In February 2010 JSD:

**Using technology
for professional learning**