abstracts

theme TECHNOLOGY

Learning, no matter where you are:
Q&A WITH CHRIS DEDE.

By Tracy Crow

Online learning offers exciting options for professional development, with new tools that help adults build community and learn at their pace. As with all instructional methods, however, the learning styles and needs of participants are a critical element in determining how to best shape learning experiences.

17,000 islands, one goal:
INDONESIA TURNS TO ONLINE RESOURCES TO CREATE A NETWORK OF SCHOOL-BASED COACHES.

By Mary Burns

A pilot project brought two firsts to educators in Indonesia: the opportunity to learn how to fulfill new roles as coaches and an online professional learning environment. Through a combination of face-to-face meetings and an online course, coaches honed their craft to best support the teachers they serve.

From solo to ensemble:
FINE ARTS TEACHERS FIND A HARMONIOUS SOLUTION TO THEIR ISOLATION.

By Jeff Maher, Christina Burroughs, Laurel Dietz, and AnneMarie Karnbach

Educators in St. Mary's County (Md.) Public Schools formed professional learning communities to foster teacher growth for the sake of students. Technology became an integral tool in this collaboration, particularly for those teachers who tend to have fewer colleagues in their buildings.

Teachers click with shared content and anytime access.

By Lissa Pijanowski

Thousands of teachers in Forsyth County (Ga.) Schools now have a technology infrastructure to support their learning. By starting with content sharing, the district introduced the system so teachers recognized instant benefits for classroom instruction. As teachers collaborated around content, they strengthened their professional networks.

Zeroing in on data:
CUSTOMIZED ANALYSIS PINPOINTS EVIDENCE OF STUDENT IMPACT.

By Andrew Szczepaniak

A professional development management and evaluation system helps educators in the Gilbert (Ariz.) Public School System plan and organize adult learning, and more importantly, analyze data linked to student outcomes. Learners use the system to track their own goals, collaborate with others, and reflect on progress.

Online community becomes a pathway to teacher leadership.

By Cindy Gutierrez and Chris Bryan

Teachers who participate in the Professional Development School (PDS) partnership often progress into teacher leadership roles, but not always. When university faculty members had the opportunity to develop an online community of such teachers, they investigated how to intentionally foster teacher leadership using web-based tools.

Weaving the fabric of professional development in the 21st century using technology.

By Patricia Chesbro and Nancy Boxler

Through a grant from the U.S. Department of Education, educators in Alaska created a network to reach geographically isolated teachers. At the same time, they learned about the importance of skillful online facilitation and the advantages that technology tools could offer for professional learning.

Viewer discussion is advised:
VIDEO CLUBS FOCUS TEACHER DISCUSSION ON STUDENT LEARNING.

By Elizabeth A. van Es

Videotaped lessons offer teachers a method for entering each other's classrooms. Facilitated discussions of lessons provide opportunities for examining specific student challenges. An experienced facilitator offers three key elements to running a successful video club.

feature

Team spirit:
TEACHERS WORK TOGETHER TO ESTABLISH
AND ACHIEVE KEY GOALS.
By Vivian Troen and Katherine C. Boles

While teacher teaming has shown remarkable benefits for schools, many teams aren't working to their full potential. The authors outline common pitfalls of teacher teams and describe conditions that support effective teams, based on their work with schools using a specific teaming model as part of school transformation efforts.

call for articles

Theme: Content-specific professional development
Manuscript deadline: April 15, 2010
Issue: December 2010

Theme: Working with external partners
Manuscript deadline: June 15, 2010
Issue: February 2011

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coming up
in April 2010: **Leadership**

columns

Collaborative culture:
THE RIGHT CONVERSATION STRATEGY
CAN EXTINGUISH ANGER AND STRENGTHEN
PARENT-TEACHER RELATIONSHIPS.
By Susan Scott and Jamie Sussel Turner

A principal uses a specific probing strategy to negotiate a difficult discussion with a parent, with positive results for their ongoing relationship.

Cultural proficiency:
EMPOWERED PARENTS PARTNER WITH SCHOOLS
TO MEET STUDENT NEEDS.
By Sarah W. Nelson and Patricia L. Guerra

Parent empowerment puts families in a full partnership role, allowing them to shape schools that respond to the needs of the community.

From the director:
NO EXCUSES! TECHNOLOGY OFFERS MORE
OPTIONS TO EXPAND ACCESS AND INNOVATION
By Stephanie Hirsh

Technology-supported professional learning helps educators overcome challenges related to resources, follow-up support, and documenting impact.