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EVERY EDUCATOR ENGAGES IN EFFECTIVE PROFESSIONAL LEARNING EVERY DAY SO EVERY STUDENT ACHIEVES

# Standing up, speaking out

TEACHER VOICES LIFT TO INFLUENCE NATIONAL POLICY

By Anthony Armstrong

**M**arie Parker-McElroy, an instructional coach for two Fairfax County (Va.) elementary schools, waited in a small room for her turn to testify at a senate hearing on how to best support teachers and leaders in schools. Looking around the waiting room, Parker-McElroy counted one university president, a state-level associate commissioner of teacher education, a university dean, a professor, a senior fellow, two superintendents, and two corporate presidents. It was then that she realized she was the only person on the panel who actually worked inside a school.



Marie Parker-McElroy

“I was excited and honored to have the opportunity to testify,” said Parker-McElroy, who had spent numerous hours perfecting her three-minute speech to the U.S. House Education and Labor Committee. “I remember sitting in front of the senate committee and thinking, ‘This is your chance, Marie, to make a difference.’”

What brought this unlikely Mrs. Smith to Washington? Parker-McElroy first considered the possibility of advocating for teacher professional development as a member of Learning Forward’s Academy (then the NSDC Academy). During her Academy experience, Parker-McElroy learned to articulate her beliefs about

professional development in a concise statement, commonly referred to as an elevator speech, in case the opportunity arose to speak with someone of influence.

When the senate committee began searching for people who actually worked within a school, Parker-McElroy was recommended as someone who knew the importance of effective professional development and its role in supporting teachers and students. “I received a letter in my e-mail from a congressman asking me to testify at the hearing,” she remembered. “I thought it was spam and deleted it.”

Fortunately, Parker-McElroy later learned the message was not a hoax and that she was, in fact, being asked to testify in Washington, D.C. on the importance of professional development. “I was honored at the thought that they actually wanted to hear what I had to say.”



*Continued on p. 2*

## YOUR EVIDENCE

When you have research evidence to present to policy makers, keep in mind that they most want evidence that:

- Considers the impact on entire systems;
- Offers sustainable strategies; and
- Takes local political environments into account.

**Source:** Nelson, S.R., Leffler, J.C., & Hansen, B.A. (2009). *Toward a research agenda for understanding and improving the use of research evidence*. Portland, OR: Northwest Regional Educational Laboratory. Available at [nwrel.org/researchuse/report.pdf](http://nwrel.org/researchuse/report.pdf)

*Continued from p. 1*

## THE NEED FOR TEACHER VOICES

“It is critical that teachers make their voices heard because that is what the public wants,” said M. René Islas, policy advisor for Learning Forward. “Several surveys have asked the public who should be in charge of education decisions, and the results show that the public most trusts teachers to make decisions about teaching and learning in schools.”



**M. René Islas**

The need for teachers across the nation to make their voices heard to affect changes in policy is stronger than ever. *Advancing High-Quality Professional Learning Through Collective Bargaining and State Policy* (AFT, CCSSO, NEA, & NSDC, 2010) found that when professional learning is part of government policies or collective bargaining language, more effective professional learning is a result. However, not all policies have such language in place.

## START LOCAL AND WORK YOUR WAY UP

According to Islas, affecting national change can start

## LEGISLATIVE UPDATE WEBINAR NOV. 17

Review Learning Forward’s legislative efforts over the past year and look ahead to federal and state issues that will affect educators in 2011 and beyond. Discuss Learning Forward’s efforts to get its definition of professional development included in the reauthorized Elementary and Secondary Education Act, and what you can do to support those efforts at home and in Washington.

**TIME:** Nov. 17, 1 p.m. Eastern

**FACILITATOR:** Policy advisor M. René Islas

**PRICE:** \$39 for members; \$79 for non-members

locally, including determining how national policies are interpreted. “Even federal policies leave a lot for states and districts to interpret, offering local teachers an opportunity to shape how national policies will be implemented.”

Teachers and teacher leaders should also actively look for opportunities to talk to their national legislators. “Congressional representatives are willing to listen and are open to their constituents,” said Islas. “Find out where they stand, write a letter, send them a message through [congress.org](http://congress.org), or go directly to their web sites to send a message. They are always looking for ways to connect with constituents.”

## TAILOR YOUR MESSAGE TO YOUR AUDIENCE

The first step in crafting an effective advocacy message is to know your subject matter, and know it well. You don’t want to advocate for a concept that is considered outdated or has been shelved in lieu of newer discoveries. “Understand what’s going on at the policy level,” said Islas, who encourages teachers to avoid getting mired in debate and instead to look for the deeper needs that motivate the different sides of a conversation.

Once you understand the contextual landscape, determine what you want to say and how you can say it in a way that will address the concerns of your audience. Look for the most powerful and concise argument you can make. Craft arguments that you can easily deliver in brief encounters with colleagues, school leaders and administrators, and policy leaders.

According to Islas, policymakers are looking for ways to make a direct impact on student achievement and are not looking for long-term processes. This means that you will want to make clear and direct connections between the investments you are advocating and improved student learning.

Thanks to the 2007 report, *How the World’s Best-Performing School Systems Come Out on Top* (McKinsey & Company), said Islas, policy makers are also looking beyond U.S. borders for possible innovations and effective educational strategies. Savvy educators can take advantage of this trend and search for international examples that have potential for local applications.

## HAVE A CLEAR GOAL

“Someone asked me what I wanted to accomplish,” remembered Parker-McElroy about her preparation for the hearing, “and I realized that I had the power to create some sort of change with my testimony. That was a profound moment for me.”

A serious challenge lay before Parker-McElroy. She only had three minutes to convey the importance of ongo-

*Continued on p. 3*

*Continued from p. 2*

ing, weekly teacher collaboration and the complex requirements for effective professional development. Additionally, she knew that the committee would be hearing from many other speakers. She had to craft a message that the committee would remember when the hearing was over and they discussed the issue behind closed doors.

Parker-McElroy engaged in a great deal of reflection about the goal she wanted to achieve and how to achieve it. “I had to teach them about the issue within three minutes. I wanted them to remember why I was so passionate.” Ultimately, she chose to use an analogy to convey her message. Surgeons do not perform a surgery alone, she explained. Like a teacher, a surgeon has a complex team of people and systems that offer support, training, and assistance behind the scenes. “It was a hard decision to use the analogy at first,” she explained. “I didn’t want to take attention away from the main idea, but I needed to explain a complex idea in a short amount of time.”

As you consider how you will craft your advocacy message, avoid the mistake of relying too much on research.

### Learning Forward BELIEF

Schools’ most complex problems are best solved by educators collaborating and learning together.

How you say it is just as important as what you say. Recent research has suggested that simply offering research evidence to policy makers may not be as effective as some would hope (Nelson, Leffler, & Hansen,

2009). While policy makers cited research evidence as a key factor in making decisions, they saw limitations in research evidence and relied more heavily on other sources for their information, such as personal communications, the experiences of others, professional organizations and trusted individuals. This means that a strong, memorable advocacy statement conveyed in a personal communication has the potential to make a bigger impact than the most rigorous research.

The biggest challenge that Parker-McElroy sees in crafting a strong elevator speech is finding enough time to thoroughly research, reflect, and revise.

### REMEMBER E-P-I-C

Use the simple acronym, EPIC, to help remember the basics of creating your elevator talk: **ENGAGE**, state the **PROBLEM**, **INFORM** about the solution, and give the **CALL** to action.

#### E = ENGAGE YOUR AUDIENCE

Get your listener’s attention with a dramatic fact or short statement. Keep this opening statement to one sentence if possible.

#### P = STATE THE PROBLEM

Present the problem you introduced in the first section.

#### I = INFORM ABOUT SOLUTIONS

Inform the listener about a solution to the problem you just presented.

#### C = CALL TO ACTION

Once you have engaged your listener, presented the problem, and told them about your solution, be specific about what you want them to do. This enables you to follow up to learn if they have taken this action. Present this action in the form of a yes or no question, such as, “Will you support changes during the reauthorization of the Elementary and Secondary Education Act (ESEA), so that its definition of professional development reflects these research-based successful practices?”

**Source:** [www.results.org/skills\\_center/for\\_new\\_activists/empower\\_yourself\\_activist\\_milestone\\_2/](http://www.results.org/skills_center/for_new_activists/empower_yourself_activist_milestone_2/)

“Once you have your speech ready, you have the words and voice to make a difference. You have something in your tool box that you can pull out to turn an opportune encounter into a teachable moment.”

### STAND UP, SPEAK OUT

Once you have crafted your advocacy message, turn your attention to boosting your confidence in the delivery. “Don’t be afraid to talk to people,” said Islas. “Remember that policy leaders at all levels really do want to hear from those engaged in teaching and learning, who can bring a fair perspective with the knowledge of what happens at the school level.”

“It is extremely important for teachers to speak out,” offered Parker-McElroy. “Policy makers are not hearing

*Continued on p. 4*

### EDUCATION ADVOCACY TOOLKIT

Discover helpful tools and advice for how you can affect policy change with Learning Forward’s Education Advocacy Toolkit (2008). This 24-page guide includes tools and advice about whom you should contact, what your message should be, and how to deliver the message. Available at [www.learningforward.org/standfor/advocacytoolkit.pdf](http://www.learningforward.org/standfor/advocacytoolkit.pdf)





**WATCH** Marie Parker-McElroy's testimony to the U.S. House Education and Labor Committee at [www.youtube.com/user/learningforward?feature=mhum#p/f/0/Nmd0IMpOXbM](http://www.youtube.com/user/learningforward?feature=mhum#p/f/0/Nmd0IMpOXbM)

*Continued from p. 3*

from us, the teachers, and they want to hear from us. They want to know what we think because they don't hear from us enough. They hear from superintendents and college professors, but not from practitioners. They want to know what we think and what they can do to make a difference in the classroom."

While you may not be asked to testify in front of a senate hearing yet, you can still reflect upon your goals, craft your message, and use your voice to find out what kind of difference your conversations can make. Why not start one now?

**REFERENCES**

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*initial review and recommendations to support student learning.* Available at [www.learningforward.org/news/advancinghighqualityprofessionallearning.pdf](http://www.learningforward.org/news/advancinghighqualityprofessionallearning.pdf)

**McKinsey & Company (2007, September).** *How the world's best-performing school systems come out on top.* Available at [www.mckinsey.com/App\\_Media/Reports/SSO/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf)

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**“THE POWER OF ONE” AND RELATED TOOLS***Tools for Schools, February/March 2008.*

This newsletter illustrates techniques that educators can use to influence policy makers at all levels of government, including tips and illustrations for developing and delivering your elevator speech, leaving voice mail messages, and writing letters.

[www.learningforward.org/news/issueDetails.cfm?issueID=226](http://www.learningforward.org/news/issueDetails.cfm?issueID=226)

**FIERCE CONVERSATIONS — ACHIEVING SUCCESS AT WORK AND IN LIFE, ONE CONVERSATION AT A TIME***Berkley Books, 2004.*

Author Susan Scott argues that life’s failures and successes happen “one conversation at a time.” The book walks readers through her steps to build more effective conversations.

[www.amazon.com/Fierce-Conversations-Achieving-Success-Conversation/dp/0670031240](http://www.amazon.com/Fierce-Conversations-Achieving-Success-Conversation/dp/0670031240)

Find *JSD* columns from Scott on this topic at [www.learningforward.org/news/authors/scott.cfm](http://www.learningforward.org/news/authors/scott.cfm)

**“TARNISHED BRAND COULD USE POLISH: A MORE VOCAL ADVOCACY ON SEVERAL FRONTS CAN RESTORE PROFESSIONAL LEARNING’S IMAGE”***JSD, Spring 2002.*

This article by Hayes Mizell looks at professional learning’s brand and suggests that teacher advocacy can help reshape the public’s traditional and often tainted image of staff development into one representing more effective professional development that is proven to work.

[www.learningforward.org/news/getDocument.cfm?articleID=1831](http://www.learningforward.org/news/getDocument.cfm?articleID=1831)

**TEACHERS’ VOICES***Center for Strengthening the Teaching Profession, 2008*

The Center For Strengthening the Teaching Profession conducts annual writing workshops to help teachers develop their voice for improving the profession through advocacy. Use their Teachers’ Voices publications to help build your voice. Read the stories from their teacher advocates, wait a day or so, and think about which ones you remember most. What specifically do you remember? What struck you as most memorable? Go back and read how the piece was written and look for clues as to why you remembered it so well. Look at the ones you didn’t remember and try to discern the difference. How can they help you develop your voice?

[www.cstp-wa.org/teacher-development/writing](http://www.cstp-wa.org/teacher-development/writing)

**Add your voice to these important projects****C2i: THE CHALLENGE TO INNOVATE**

The NEA Foundation and the U.S. Department of Education are inviting all public school educators to identify and solve education’s most pressing classroom problems. The best will receive awards and may be selected for further development.

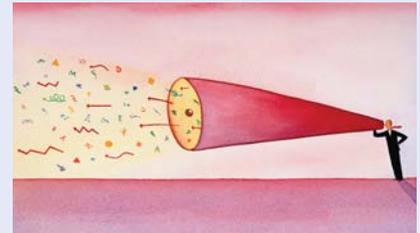
Post your most pressing classroom problems and your proposed solutions. Up to five problems will be awarded \$1,000 for their classrooms and up to 10 solutions will receive a \$2,500 award for their classrooms. Only public school educators are eligible, but anyone can vote.

<https://innovation.ed.gov/challenges/challengetoinnovate/show>

**DESIGN A BETTER CLASSROOM**

*Slate* magazine is asking its readers to design a better classroom, one suited to the way children should be taught. They are looking for innovative entries, and Coca-Cola may build the winning classroom.

[www.slate.com/id/2269307/](http://www.slate.com/id/2269307/)

**LEARN MORE**

Find additional resources about raising your voice as a teacher leader.

# Develop a relationship with your representative's and senator's education aides

**S**enators and representatives rely on their aides to collect and filter the large amounts of information and requests that bombard a congressional office. Be deliberate in your efforts to build strong relationships with aides with specific responsibility over their particular issue of interest. In this tool, we offer five easy steps for developing and maintaining strong relationships with those congressional aides. Get the attention of a good aide, and you've got the ear of the senator or representative.



## **1. LEARN ABOUT YOUR SENATOR OR REPRESENTATIVE;**

Your senator and representative are real people. It is easy to be intimidated and awed by their position of responsibility. However, learning about them can reduce your apprehension and provides insight into their experiences related to the issue of professional development. For example, they may have been teachers, married to teachers, or worked in a business or industry that highly values the training and development of employees. Leverage this information to assist you in connecting on a personal level.

**Visit [congress.org](http://congress.org) to learn about members of your congressional delegation.**

## **2. IDENTIFY YOUR CONGRESSIONAL MEMBER'S EDUCATION AIDE;**

Most congressional offices have a legislative assistant (LA) dedicated to the issue of education. Their expertise and knowledge of education varies by office. Congressional members who serve on committees with jurisdiction over education often have the most knowledgeable staff.

In addition to LAs, congressional members who are highly interested in education policy may designate their legislative director (LD) to field calls on education. The LDs are senior members of the senator's or representative's policy team. You may also encounter chief of staff, usually the most senior member of the congressional office staff. This person is often concerned with the policy and politics of an issue.

Learn how to contact and communicate with these different aides. Accessing the contact information for these key aides is as easy as calling your senator's and representative's D.C. office. Offices are accustomed to this request and are happy to provide the information.

**☐ Collect the following information:**

Education legislative aide: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Education legislative director: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Chief of staff: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

**3. REACH OUT TO YOUR CONGRESSIONAL MEMBER'S AIDE AND FOLLOW UP;**

To help guide you through your first conversation with the education aide, we recommend following the steps below:

1. Introduce yourself in person or over the phone.
2. Ask if the aide has a few minutes to speak to you.
3. Tell the aide that you are a constituent and concerned about (your issue).
4. Thank the aide for the work they are doing and thank them specifically about something your member of Congress has done.
5. Deliver your elevator speech.
6. Ask if you can send them follow-up information.
7. Send a thank-you e-mail; be sure to follow up with the aide within three days.

**4. TRACK AND REPORT ON YOUR CONTACT WITH KEY CONGRESSIONAL AIDES; AND**

Track and report your contact and relationship with key congressional aides for future reference.

Date of contact: \_\_\_\_\_

Congressional aide: \_\_\_\_\_

Form of communications (phone, e-mail): \_\_\_\_\_

Topic of conversation: \_\_\_\_\_

Outcome: \_\_\_\_\_

Date of follow-up conversation: \_\_\_\_\_

**5. SHOW YOUR APPRECIATION.**

Congressional aides work long hours and dedicate themselves to their bosses. They are under immense pressure to a high volume of constituent requests. It is important to acknowledge their work through simple handwritten thank-you notes and e-mails. Acknowledging the aide's work and attention will go a long way in solidifying your relationship with them and influencing congressional action.

**☐ Send a follow-up letter and a follow-up e-mail to the person you spoke with.**

Adapted from the *Education advocacy toolkit* by B&D Consulting, 2008. Available online at [www.learningforward.org/standfor/advocacytoolkit.pdf](http://www.learningforward.org/standfor/advocacytoolkit.pdf).



## Teamwork is not enough — there has to be learning

Schools are filled with teams of adults meeting almost daily on a wide variety of topics before, during, and after school. Despite the investment of teachers' time in these meetings, the work of some teams falls short in generating results for teachers or students. A primary reason is that team members operate from their current frames of reference and neglect an essential step of their core work — learning.

When teams come together to accomplish a task without infusing learning into their process, the end



result is predictable. In most cases the product looks similar to previous work

because nothing prompts a new approach or a new way to think about the topic. Team members might tweak a lesson plan, modify an assessment, or consider a different resource, but their overall approach changes very little. Their collective frames of reference are limited by what they currently know and do and are not enriched with new learning.

Changing or expanding frames of reference depends on professional learning. Introducing new ideas, information, skills, points of view, or practices requires that team members consciously focus on their learning.

Only then is the team transformed into a learning team.

Learning teams have some common features. First, their members share a common purpose and goals. They may share students or curriculum. Teams may be configured as grade-level, department or course-specific, vertical, or topic-focused teams. They make a commitment to use the cycle of continuous improvement to structure their work and hold themselves accountable for their results. The cycle of continuous improvement follows the process listed on p. 9 and is repeated multiple times in a single school year. Coaches and teacher leaders have a significant role to play in developing learning teams that have the capacity to be self-sufficient in implementing the cycle of continuous improvement.

The first step of the cycle of continuous improvement is fairly routine in schools today — data analysis. However, the kind of analysis suggested in this process is more specific to classroom instruction. The remaining steps of the cycle, though, are often lost in the team's effort to accomplish its shared work. The difference between doing the work and doing the work from an informed perspective can easily mean the difference between getting the results achieved previously and substantially increasing results.

What distinguishes this new form of collaboration among team members is that new learning couples with their past experiences and allows them to

understand the work differently and create new ways of thinking. Members are more open to consider alternatives. They engage in, as Judith Warren-Little calls it, joint work, work that is co-constructed by team members.

Professional learning occurs in many ways within these teams, including professional reading, studying models of practice, participating in a workshop provided by a coach, teacher leader or external expert, action research, observing others engaged in the work, seeking out experts or specialists, and experiencing. Yet professional learning is far more than the input process. It incorporates input as well as implementation and evaluation. The cycle of continuous improvement, if followed, includes all three components of professional learning. Experiencing alone, for example, is insufficient as learning unless the experience is accompanied by reflection and evaluation at the cognitive, behavioral, and even emotional level.

Little changes when those seeking to improve skip over learning. Any innovation, change, or improvement requires learning. Learning won't solve the daily challenges teams face; however, learning can give team members opportunities and possibilities they didn't previously have.

•  
**Joellen Killion (joellen.killion@learningforward.org) is deputy executive director of Learning Forward.**

## Cycle of continuous improvement process

Tasks	Evidence of completion
<p><b>Analyze multiple forms of student achievement data to identify areas of focus</b></p>	<p>SMART goals for student achievement for a 4-8 week period.</p> <ul style="list-style-type: none"> <li>• <i>What do students need to know and do?</i></li> </ul>
<p><b>Identify educator learning goals</b></p>	<p>SMART goal for educators based on the student learning goals.</p> <ul style="list-style-type: none"> <li>• <i>What do teachers need to learn and do to help students achieve their learning goals?</i></li> </ul>
<p><b>Engage in professional learning</b></p>	<p>A plan for professional learning to accomplish goals; demonstration of completion of learning; plan for implementing the learning.</p> <ul style="list-style-type: none"> <li>• <i>What did we learn; how will we implement our learning?</i></li> </ul>
<p><b>Implement the new learning with classroom- and school-based, job-embedded support</b></p>	<p>Student work from classrooms where new learning is implemented; teacher reflections on the application of the new learning; peer or coaching observation notes; principal observation notes; team meeting logs; lesson plans; revised lesson plans.</p> <ul style="list-style-type: none"> <li>• <i>How did we integrate the new learning into our classroom practice and what support helped us with implementation?</i></li> </ul>
<p><b>Evaluate the professional learning</b></p>	<p>Student work or assessments that inform the evaluation of the effectiveness of the new learning, the degree of its implementation, and the quality of the results produced.</p> <ul style="list-style-type: none"> <li>• <i>How did the professional learning affect our practice and student results?</i></li> </ul>
<p><b>Identify long-term improvements</b></p>	<p>Goals and benchmarks for ongoing implementation of the new learning and resulting student achievement.</p> <ul style="list-style-type: none"> <li>• <i>What long-term actions will we commit to as a result of this cycle of continuous improvement and how will we monitor and measure these improvements?</i></li> </ul>



## Clear expectations helped coach overcome staff suspicions

**By Valerie von Frank**

**Q How did you accomplish the change to a formal role as coach?**

I'd been informally coaching with peers for years, developing critical friendships and spending prep time outside the contract day or lunches talking about best practices. It's very

possible for teachers anywhere to participate in peer coaching informally.

When I moved to a new school in a position as a coach, it really struck me how suddenly the attitude from other co-teachers changed. We hadn't yet built relationships. They

wondered, "What does she know? She doesn't even work with kids." We had actual chalkboard graffiti written in the staff lounge about data, one of the

strategies we were working with, and there was resistance to change.

I got past that through clear expectations set by school leadership for what teachers will do. The district also needs to set clear expectations. Teachers need to know it's not you the coach personally trying to do something.

We are constantly improving structures and systems to support the work we're doing. We have been looking at data, having data conversations, and encouraging teacher instructional reflection. We developed a teacher self-reflection form and a peer observation form. Teachers were part of creating the forms, and our school instructional council approved them.

Teachers use the self-reflection form to rate themselves on strategies we are using across the school. They rate themselves quantitatively on how often they practice the strategy and qualitatively on how well they are able to implement the strategy.

Our next step is to partner teachers who rate themselves high in one area with those who rate themselves low to have conversations. If some aren't comfortable with that sort of relationship, we will ask a teacher who rated herself highly to allow other teachers to observe her instruction. We also leave feedback for the teachers who have opened their classrooms on another form developed by teachers at our school and approved by our instructional council.

What continues to drive me in this work is the challenge of improving teaching for every student. Great teachers reflect continuously, are intentional, and create positive learning environments. Every child deserves this. Our bottom line is the children.

•  
**Valerie von Frank** ([valerievonfrank@aol.com](mailto:valerievonfrank@aol.com)) is an education writer and editor of Learning Forward's books. 

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# Dream.Dare.Do.

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Dec. 4–8, 2010 • Atlanta, Georgia

*“I had a wonderful experience and left with many ideas to implement and ways to facilitate.”*

– 2009 Annual Conference attendee

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*“Overall, I loved the experience and feel as if it evoked the leader within me and provided me with the opportunity to reflect on my purpose and future goals in this role.”*

– 2009 Annual Conference attendee

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and Ron Clark







**Save \$500 off your program fee when you apply by Jan. 1, 2011.**

# Calling all Schools: Apply to join the Learning Forward Learning School Alliance.



Is your school in the beginning stages of creating professional learning communities?

Do you believe collaborative professional learning, teamwork, and problem solving are keys to school improvement?

Do you have what it takes to be a Learning Forward Learning School?

If you answered “yes” to any of these questions, then apply today to become a member of the Learning Forward Learning School Alliance — a network of schools committed to improved professional practice and student achievement.

## Become an LSA member to:

- Strengthen school and district culture to focus on educator and student learning;
- Initiate, refine, or expand the use of collaborative professional learning within your school;
- Explore ways to evaluate the effectiveness of collaboration within your school; and
- Develop leaders within your schools to facilitate the transition to a learning school.

Teachers and principals will receive training, coaching, and facilitation to advance their skills in applying our Learning School principles and practices. LSA members

will learn together in their own schools, with other schools through webinars and facilitated conversations, and at meetings held at Learning Forward conferences. They will openly share their goals, their progress, and — over time — their results.

**Save \$500 off your program fee when you apply by Jan. 1, 2011. To learn more or apply, visit [www.learningforward.org/alliance](http://www.learningforward.org/alliance).**

Just a reminder:

- You can use your Title I dollars and other federal sources for the program fee.
- A limited number of partial scholarships will be available.



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