

## **The perfect partnership:**

What it takes to build and sustain relationships that benefit students.

*By Joellen Killion*

When educators consider potential partnerships, they gain from thoughtfully examining several questions to assess how such opportunities will further their goals. In addition to calculating tangible and intangible costs and benefits, educators can anticipate the processes that will most effectively support the outcomes all partners desire.

## **Partners at every level:**

From the classroom to the boardroom, consultants work toward district's goals.

*By Andrew Lachman and Steven Wlodarczyk*

External consultants share their perspectives on what makes partnerships effective at improving teaching and learning. Similar theories of action are key, as are shared goals and beliefs. Structuring the partnership with intentions to devote sufficient time, engage stakeholders, develop leadership, and demand accountability is important.

## **The light bulb clicks on:**

Consultants help teachers, administrators, and coaches see the value of learning teams.

*By Ed Tobia, Ramona Chauvin, Dale Lewis, and Patti Hammel*

A South Carolina district realized a technical assistance provider could help it implement professional learning teams effectively. Through careful planning, the partnership developed a tailored crew of consultants and a plan to meet the district's needs, drawing on federal funds and a wide range of resources.

## **Real-time learning, real-world teaching:**

University teams with school district to improve curriculum and instruction.

*By Steven Koch and Terry Borg*

An Illinois district and local university create graduate courses for a local context, using district administrators as co-instructors. The benefits include a shared ownership between university and district, tailored curriculum, convenience, and student indicators of success.

## **Identity crisis:**

External coaches struggle to clarify roles and maintain focus on student learning.

*By Julie Horwitz, Janice Bradley, and Linda Hoy*

While working as external coaches in schools in the rural Southwest, university faculty members realized they weren't clear about their roles in the learning teams they assisted. Defining learning communities and placing student learning at the center helped coaches to see their responsibilities and better plan for the ongoing partnership.

## **The inside-out approach.**

*By Delores B. Lindsey and Linda MacDonell*

Central office staff members in California districts, challenged by the state's standards and the need to serve all students, called in outside expertise to build professional capacity. District staff were better able to serve as consultants to school-level staff when they became the internal experts on critical topics.

## **Fellowship connects principal learning to student achievement:**

How an external benefactor, a research university, and an urban school district build capacity for problem solving.

*By Krista Dunbar and Robert J. Monson*

Through the generosity of local philanthropists, several New York City principals participate in a fellowship program that increases their understanding of leadership and engages them, along with aspiring leaders from their schools, in real-world inquiry projects designed to answer pressing challenges for their students.

## **Collaboration paints a bright future for arts education.**

*By Kristine Hughes*

Educators in Dallas, Texas, are working to revitalize arts education through summer learning for students and professional development that helps teachers infuse arts learning throughout the curriculum. Coordinated efforts of many partners in arts education are one element to the success of such programs.

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**coming up** in April 2011 *JSD*: Professional learning journeys

## columns

### Collaborative culture:

To encourage others, model the kind of accountability that is empowering.  
*By Susan Scott*

Changing perspectives on accountability can help educators take responsibility and connect with others to achieve goals.

### Cultural proficiency:

A colleague's challenge offers a chance to improve our work and extend its impact.

*By Sarah W. Nelson and Patricia L. Guerra*

Given a chance to reflect on their cultural proficiency model, the authors realize they have opportunities to grow themselves.

### From the director:

Turning to partners doesn't have to create a feeding frenzy.  
*By Stephanie Hirsh*

Learning Forward's definition of professional development recognizes the important roles of external service providers.

## features

### Plagiarism isn't just an issue for students.

*By Deborah K. Reed*

While educators carefully teach students the importance of citing the work of others, they sometimes turn a blind eye to what can only be called plagiarism in professional development practice: copying presentation slides or passing along material as one's own idea.

### How to be a wise consumer of coaching:

Strategies teachers can use to maximize coaching's benefits.

*By David Yopp, Elizabeth A. Burroughs, Jennifer Luebeck, Clare Heidema, Arlene Mitchell, and John Sutton*

The actions that teachers take in coaching sessions are critical to coaching's success. While many experts have suggested specific approaches for coaches, these strategies help teachers take responsibility for the success of the coach-educator relationship.

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