

Sharing up, down, and sideways:

Alliance is a driving force in reshaping New Jersey vocational school.

By Valerie von Frank

School-based learning teams, supported in part by Learning Forward's Learning School Alliance, raised student learning to new heights in a vocational high school in the Newark area. Educators found their practices — and their attitudes about professional learning — transformed in the process.

Archdiocese puts its faith in external coaches.

By Carol Cary and Maria Lamattina

Several high schools in the Archdiocese of Philadelphia began their journey to improving professional learning through collaboration with an external partner. Learning leaders used student data to determine needs and planned learning institutes followed up by job-embedded support from coaches. Positive outcomes included increased student engagement.

Despite rough seas, teachers in rural Maine swim together.

By Kyle Rhoads

Motivated by the need to create grade-level assessments, staff at an elementary school learned to collaborate to enhance their knowledge and skills. Their principal and several coaches provided ongoing support and leadership. The school's goals evolved to focus tightly on student outcomes, and scores have risen in both mathematics and language arts.

2 lanes to leadership:

Classroom visits and grade-level meetings build teacher capacity.

By Denise N. Morgan, Jeff L. Williams, and Katie Plesec

In Solon, Ohio, district and school leaders collaborated to increase leadership skills within

schools, meanwhile changing the role of the central office. Classroom visits bring school and district educators together to examine and discuss practice. Schools push the collaboration further through monthly grade-level meetings focused on student needs and shaping improved instruction.

The way up, Down Under. Innovations shape learning at science and math school.

By Kerry Bissaker, Jim Davies, and Jayne Heath

Educators in Australia conceived a new school intended to support 21st-century learning, particularly in emerging fields in mathematics and science. Teacher learning was prioritized in the new design and tied to student outcomes. Educators were encouraged to innovate and collaborate across disciplines and with university faculty.

Lessons from Bhutan:

Embrace cultural differences to effect change.

By Laurie Levine, Alison Telsey, and Kim McCormack

Through a project supported by a philanthropic family in the U.S., a team of special education specialists traveled to Bhutan to lead professional learning. In addition to helping Bhutanese educators integrate new teaching practices, they learned how to adapt to teaching in new cultures and found their work at home strengthened by the journey.

To tackle new problems, we're going to need new solutions.

By Robert Davidovich

Transformational professional learning requires a shift in addressing education's challenges. Educators will need unfiltered information, the autonomy to work within their particular context, and opportunities to network across boundaries with those who share their unique needs.

columns

Cultural proficiency:

Inclusive spaces that support everybody can make all the difference for LGBT students.

By Patricia L. Guerra and Sarah W. Nelson

Acknowledging LGBT students in schools is the first step in creating safe and productive learning environments for all students.

Collaborative culture:

Conflict is normal, but learning to deal with conflict skillfully takes practice.

By Susan Scott and Bryan McClain

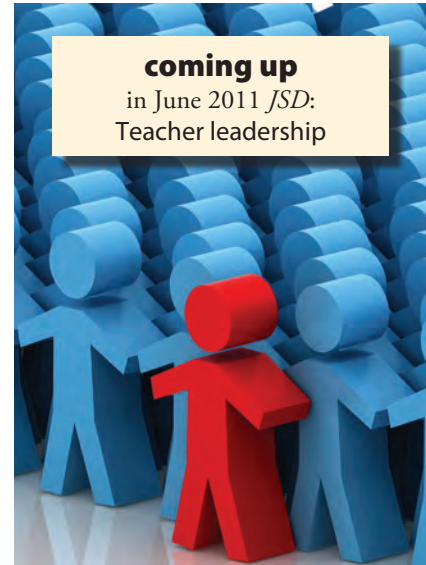
A principal finds that models for conversation and confrontation help him work productively with staff members and parents.

From the director:

A learning school on every corner is the best pathway to student success.

By Stephanie Hirsh

The hallmark of a learning school is shared responsibility for all students by all educators.



features

Think outside the clock:

Planners link after-school programs to classroom curriculum.

By the staff of The Wallace Foundation

Those who coordinate the learning that takes place after school or during the summer — out-of-school time — are working to increase the quality of such programs and make connections with teachers to strengthen the learning. In addition, coordination of out-of-school time learning citywide is advancing the overall quality of the programs. *Sponsored by The Wallace Foundation.*

The power of connectivity:

Multilayered program grooms assistant principals' leadership skills.

By Eleanor Drago-Severson and Janet Lynch Aravena

New York City school leaders prepare for the principalship through advanced leadership seminars, mentoring opportunities, extensive networking, and additional learning sessions. The learning connects new leaders to skills and resources, and, more importantly, to knowledgeable colleagues who care about their growth.

call for articles

Theme: Resources for professional learning

Manuscript deadline: June 15, 2011

Issue: February 2012

Theme: Supporting implementation

Manuscript deadline: Aug. 15, 2011

Issue: April 2012

Theme: Learning in communities

Manuscript deadline: Oct. 15, 2011

Issue: June 2012

• Please send manuscripts and questions to Tracy Crow (tracy.crow@learningforward.org).

• Notes to assist authors in preparing a manuscript are at www.learningforward.org/news/jsd/guidelines.cfm.

INDEX OF ADVERTISERS

| | |
|---|------------------------|
| The Breakthrough Coach..... | 20 |
| Just ASK Publications & Professional Development..... | outside back cover |
| The MASTER Teacher® | inside back cover |
| Ontario Principals' Council..... | 15 |
| School Improvement Network..... | 1 |
| Solution Tree..... | inside front cover, 13 |
| Texas Instruments..... | 19 |