

JSD

THE LEARNING FORWARD JOURNAL

**Early wins build momentum
for the long term** p. 10

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Implementation

Third in a series on Learning Forward's standards

Simplifying RTI



Austin Buffum



Janet Malone



Mike Mattos



Chris Weber

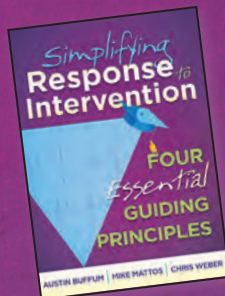
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BY STEPHANIE HIRSH



Whether it's Carnegie Hall or classroom excellence, the route is the same

You know the joke — “Hey, can you tell me how to get to Carnegie Hall?” The answer in the joke, of course, is, “Practice.” Recent research indicates that this answer is right: Deliberate practice of any new skill or habit will take us far in the direction of our goals.

But that isn't the whole answer to the question. The musician in the joke may toil for years and become quite gifted on the violin, but she doesn't do it alone, outside of a context, and without other people who recognize where she wants to go and what she'll encounter along the way to that famed concert hall. She needs support for the long term, not just opportunities to learn about music, her instrument, and the music business. She needs teachers who offer feedback in ways that motivate her to push harder. She needs leaders who understand what people go through when they attempt to grow and change.

The same is true of educators working to sustain their learning efforts and changes in practice over the long term to achieve improved results for students. As my understanding of the Standards for Professional Learning grows, I see the human needs aspect of improvement efforts most clearly in the Implementation and Learning Designs standards. The Learning Designs

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Tracy Crow (tracy.crow@learningforward.org) is director of publications for Learning Forward.

standard requires understanding how adults learn and what strategies support learners in different contexts for different purposes. The Implementation standard asks us to look at how people undertake any improvement effort and to consider the supports and structures they need as they try to understand the rationale for reaching a stretch goal as well as ways to change their habits and skills for the long term. And the chance to practice — with feedback — is certainly one of them.

As Ellen Holmes and Staci Maiers write in their article, “The implementation stage is the *most difficult* of all, and it is the stage where the majority of serious improvement efforts fail” (see p. 40). And yet, as they demonstrate in their article, there are many examples of schools and systems that have succeeded in sustaining improvements by attending to the very elements the Implementation standard outlines.

Explore other articles in this issue of *JSD* to understand:

- Why early wins in a change effort help all participants continue to work toward a challenging goal (see p. 10).
- How seeing themselves teach on videotape offers a new kind of feedback and support to teacher-learners (see p. 18).
- What school structures support ongoing learning for educators (see p. 24).



- How feedback from coaches and learning team members help sustain long-term change (see p. 28).
- What a learning community can do to deepen learning and achieve results (see p. 36).

Just as the young musician working toward her goal needs more than a stack of great music to try and recordings of virtuosos to emulate, educators need more than a lineup of relevant learning opportunities. I hope this issue of *JSD*, and everything Learning Forward offers on the standards, can make this difficult part of the improvement process more transparent. ■

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TEACHER DISSATISFACTION

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy

MetLife, March 2012

MetLife's 28th annual survey reports that teacher satisfaction has dropped significantly and is at its lowest point in more than 20 years. More than 1,000 each of teachers



and parents participated in the survey, and about that same number of public school students in grades 3-12. The survey also reports that the

effects of the economic downturn are widely felt in education and that, while parent engagement has increased in the past 25 years, it still remains a challenge for many schools. Those teachers who report lower job satisfaction are more likely to report a decrease in the number of professional development opportunities they have and their opportunities to collaborate with other teachers.

www.metlife.com/teachersurvey

LESSONS FROM BUSINESS

*Chief Learning Officer Magazine
MediaTec Publishing*

The magazine and its associated website feature articles on workforce learning and development. While its target audience is in the business sector, its focus on thought leadership and strategies for learning and development make the magazine a resource for educators as well. Articles in the March 2012 issue cover topics such as how to lead in virtual environments, transformative learning, and how workplace and societal learning are evolving in China.

<http://clomedia.com>

PRINCIPAL LEADERSHIP

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

The Wallace Foundation, January 2012

The Wallace Foundation draws on its research and field experiences to pinpoint five practices central to effective school leadership: shaping a vision, creating a hospitable climate, cultivating leadership, improving instruction, and managing people, data, and processes. After breaking down the five key functions into practitioner-friendly language, the report includes real-world examples for each.

www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx



REACHING CONSENSUS

Is Consensus the Answer?

Stephanie Hirsh, Feb. 22, 2012

Learning Forward has partnered with Fierce Inc. to publish exclusive posts on Fierce's blog. In her first post, Learning Forward Executive Director Stephanie Hirsh advocates for consensus decision making in situations that have no absolute solutions. Bloggers' posts cover topics such as leadership development and training, social interactions, conversations, and other aspects of workplace communication.

www.fierceinc.com/blog/fierce-in-the-schools/is-consensus-the-answer



FUTURE TEACHERS

Transforming Learning

Education Week

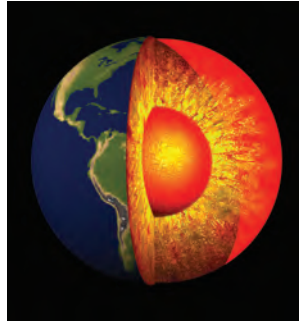
In this group blog from Learning First Alliance, national education leaders explore how to transform public education to support student achievement and lifelong success in the global community. In her March 6 post, Jeanne Storm, director of the Future Educators Association and associate executive director of PDK International, discusses future teachers. "Teachers have the unique ability to select and cultivate their future colleagues from the middle and high school students they teach," she writes. "Given that good education depends so much on the quality of the educators, we owe it to ourselves and future generations to encourage students with the right skills to consider the calling."

http://blogs.edweek.org/edweek/transforming_learning

COMMON CORE IMPLEMENTATION**Year Two of Implementing the Common Core State Standards: States' Progress and Challenges***Nancy Kober and Diane Stark Rentner, Jan. 25, 2012*

This report is based on a survey of 35 state education agencies designed to get updated information on state strategies, policies, and challenges in the second year of transition to the Common Core State Standards. The survey found that most states that have adopted the standards are taking actions to help teachers master them. Challenges cited include finding adequate funding, providing sufficient professional development, aligning the content of teacher preparation programs with the standards, and developing Common Core-aligned educator evaluation systems for teachers and principals.

www.cep-dc.org/displayDocument.cfm?DocumentID=391

**INTERNATIONAL BENCHMARKING****Center on International Education Benchmarking***National Center on Education and the Economy*

The Center on International Education Benchmarking conducts research on the world's most successful education systems and offers access to information, analysis, and opinion through its website. In addition, the center issues a monthly newsletter for people interested in keeping up-to-date on strategies used by the top-performing countries. The center is part of the National Center on Education and the Economy. Its mission is to help countries around the world understand the principles, policies, and practices that top-performing nations use to drive their education systems, providing recommendations to policymakers and educators based on its research and analysis.

www.ncee.org/programs-affiliates/center-on-international-education-benchmarking

ONLINE LEARNING POLICY**Online and Blended Learning: A Survey of Policy and Practice from K-12 Schools Around the World***Michael Barbour et al., November 2011*

The International Association for K-12 Online Learning (iNACOL) sent surveys to more than 60 countries about the state of online learning policy and practice for K-12 students. Questions covered six major themes, including instructor professional development for online learning. Among the five distinct trends that emerged is this: Specialized teacher training is not required but is encouraged and available. Of the countries that reported government funding for online or blended learning, 11% indicated that a specific license or credential was required of a teacher before teaching in an online or blended classroom, and 25% required specific training.

www.inacol.org/research/bookstore/detail.php?id=31

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HOW TO GET IN TOUCH

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CONNECTING THE STANDARDS FOR PROFESSIONAL LEARNING

As the introduction to the Standards for Professional Learning states, “They are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning” (Learning Forward, 2011, p. 14).

STANDARDS →	Learning Communities	Leadership	Resources
<p>IMPLEMENTATION</p> <p>The table at right highlights several questions that explore how the Implementation standard integrates with the other six standards.</p>	<ul style="list-style-type: none"> • How are learning communities supporting members to implement new learning? • What additional learning occurs within learning communities to support, sustain, and refine implementation of professional learning in practice? • How are learning community members holding one another accountable for implementing professional learning? 	<ul style="list-style-type: none"> • What can school and district leaders do to set expectations and create conditions that support full and faithful implementation of professional learning? • How do teacher leaders support their peers as they implement professional learning within their classrooms? • When implementation does not occur, what steps do leaders take to reverse this situation? 	<ul style="list-style-type: none"> • What resources are allocated to support full implementation? • How are coaching services allocated to provide personalized implementation support to individuals and teams? • To what degree are resources reallocated to support full implementation? • What plan helps to sustain resources until full implementation occurs?

IN THIS ISSUE OF JSD THE LEARNING STARTS HERE ▼

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REACHING FOR THE HIGHEST GAINS

IN their influential research, *Student Achievement Through Staff Development*, Bruce Joyce and Beverly Showers (2002) described five components to professional learning design. Along with their earlier research, this study is fundamental to establishing an understanding of adult learning as well as the importance of ongoing support in implementing change. The table below highlights the components and their impact in terms of percent gain in knowledge, skills, and implementation.

Components of professional development	Knowledge	Skill	Transfer
Theory: Presentation of information about theory or practice.	10%	5%	0%
Demonstration: Opportunity to observe a skill or practice.	30%	20%	0%
Practice/feedback: Opportunity to try a new practice with input and feedback.	60%	60%	5%
Peer coaching: Ongoing support of implementation of practices.	95%	95%	95%

Source: Joyce, B. & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

As *JSD* examines each standard individually, we will also demonstrate the key connections between and among all seven standards.

Data	Learning Designs	Implementation	Outcomes
<ul style="list-style-type: none"> • What data will provide evidence of educators' implementation of professional learning? • What student data will provide evidence of implementation? • How will fidelity of implementation be evaluated? • What data will help to evaluate the degree of implementation of learning? 	<ul style="list-style-type: none"> • How will the selection of learning designs influence the degree of implementation? • Which learning designs are more likely to promote implementation in which contexts? • Which learning designs are more appropriate for various levels of use, i.e. nonuser, novice, proficient, expert? 	<ul style="list-style-type: none"> • How are expectations for implementation communicated to educators? • Who will provide support for implementation? • Who will provide feedback about implementation? • What data will be collected to monitor progress toward full implementation? 	<ul style="list-style-type: none"> • What student learning outcomes will indicate that full implementation has been achieved? • What behaviors will educators exhibit when full implementation has been achieved? • How do the expectations for implementation align with educator performance standards?

Source: Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

THE IMPLEMENTATION DIP

Michael Fullan defines the “implementation dip” as “the inevitable bumpiness and difficulties encountered as people learn new behaviors and beliefs.”

In *Leading in a Culture of Change* (2001), Fullan writes that “the implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. All innovations worth their salt call upon people to question and in some respects to change their behavior and their beliefs — even in cases where innovations are pursued voluntarily.

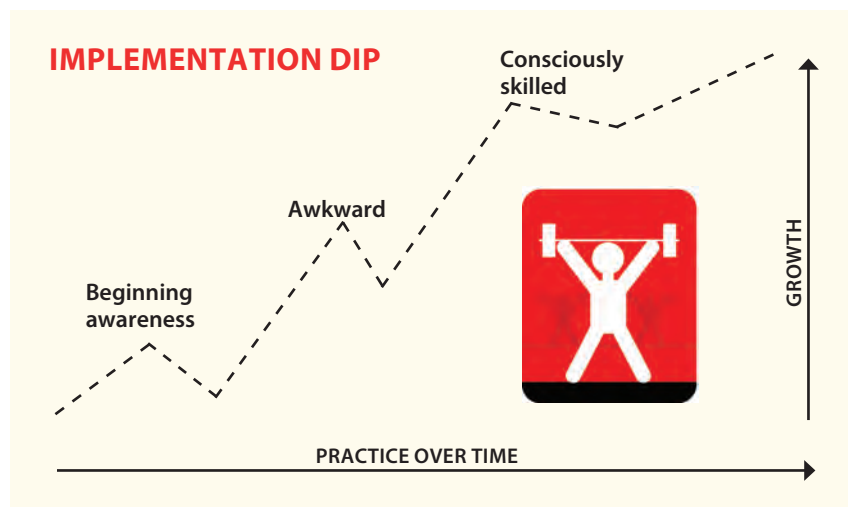
“What happens when you find yourself needing new skills and not being proficient when you are used to knowing what you are doing? How do you feel when you are called upon to do something new and are not clear about what to do and do not understand the knowledge and value base of new belief systems?

“People feel anxious, fearful, confused,

overwhelmed, deskilled, cautious, and — if they have moral purpose — deeply disturbed. Because we are talking about a culture of pell-mell change, there is nonshortage of implementation dips or, shall we say, chasms.”

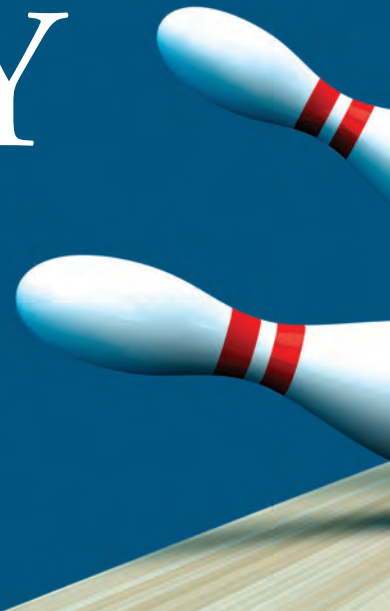
REFERENCE

Fullan, M. (2001). *Leading in culture of change*. San Francisco: Jossey-Bass.



WINNING STRATEGY

Set benchmarks of early success to build momentum for the long term



By Jody Spiro

Change is a highly personal experience. Everyone participating in the effort has different reactions to change, different concerns, and different motivations for being involved. The results of change are long-term, but the change process is incremental and continuous. It is a series of destinations that lead to further destinations. The smart change leader sets benchmarks along the way so there are guideposts and pause points instead of an endless change process. “Early wins” — a term used to describe successes demonstrating concretely that achieving the change goals is feasible and will result in benefits for those involved — help accomplish this.

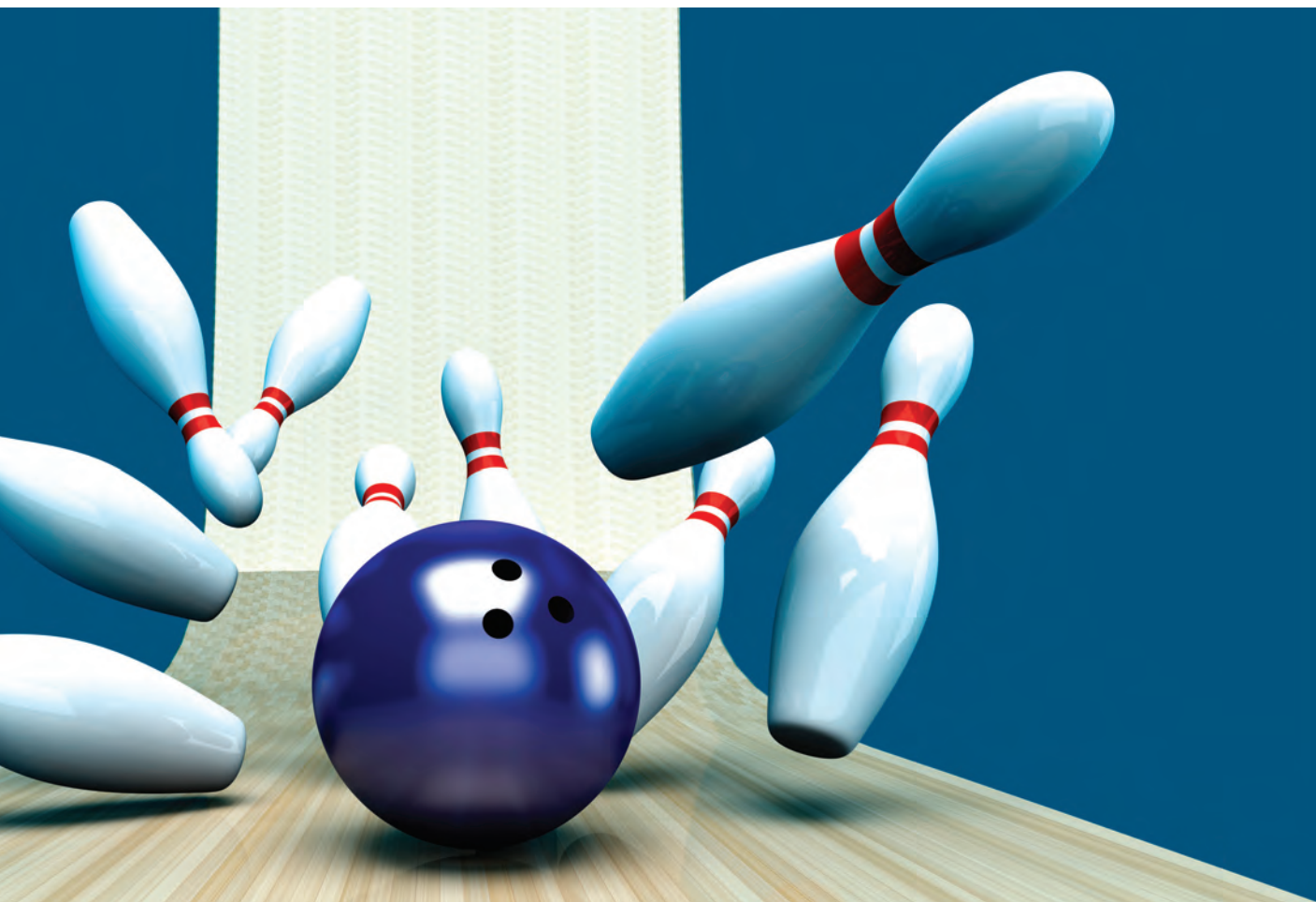
To bring people along, the leadership team needs to give those involved evidence at each stage that the change will succeed and that is likely to yield positive results.

That is especially true at the beginning, when skepticism about benefits and possible costs is often highest. An effective leadership team deliberately plans for small, early wins. These should be planned actions within the overall change strategy the leadership team is trying to achieve.

The leadership team should plan to achieve and document important results that are evident within the first few weeks. Of course, all involved must agree that achieving this “win” would result in something positive — that is, meeting a common definition of success — and further the overall change strategy. One benefit educators have is the immediacy of feedback from students or professional development participants. It is pretty obvious when the early win has hit its mark.

By doing so, the





leadership team will inspire confidence that the rest of the initiative can be accomplished. However, it is critically important that, once the early win is selected and announced, the promised results are achieved by the stated deadline. To do anything less would risk deflating confidence in the initiative's feasibility, which is the opposite of what the leadership team is trying to do.

HOW IT WORKS

Let's say that the school's goal is to improve student achievement or close the achievement gap. It is a recipe for failure to proclaim that goal in September and say that the "win" will be whether test results in June show that success. Yet that is often what happens.

The concept of early wins requires setting the objective of improving student achievement — such as in mathematics as measured by results on the June test increasing a specified amount. However, it is critical to plan backward from that June test. What steps can be taken along the way to ensure that the desired results will be

accomplished by June? What can be done within the first two to three weeks to produce something tangible and symbolic that all will agree is an important step in the right direction? This will give the confidence and momentum to go forward and also give the change leader something important on which to build.

This process involves several steps:

1. Identify the problem and define the objectives to address it.
2. Design the overall strategy to achieve the objectives.
3. Develop actions (activities) under the strategy.
4. Plan, implement, and publicize the early win.

OBJECTIVES, STRATEGY, AND ACTIONS

In the example cited above, the problem is that the school is underperforming in mathematics. The objective is to improve student achievement in mathematics as measured by this year's June test scores compared with those of last June. The objective should be as specific as possible, stating

EARLY WIN
WONDER TOOL,
pp. 14-15



which grade and the expected amount of increase in scores.

Numerous overall strategies can guide activity development. Change leaders might use the high-leverage leadership strategy of developing a professional learning community for school personnel (Louis, Leithwood, Wahlstrom, & Anderson, 2010; Knapp, Copeland, Honig, Plecki, & Portin, 2010). With this strategy, participants can try new content and pedagogies to learn together how to improve mathematics instruction for students, which should lead to improved mathematics test scores.

There are several actions the leadership team might consider to promote professional learning. For example:

1. Find out which values are most prevalent among school personnel and therefore will be useful in planning further action steps for professional development.
2. Introduce data-based planning committees, where teams use data to identify the areas of greatest concern. Based on the results, develop action plans to address those areas.
3. Promote classroom visitations among teachers so they can learn from each other's mathematics lessons.
4. Use technology to differentiate instruction in mathematics.

Once the leadership team has determined what is to be accomplished and how, the next critical step is to determine the best way to start or the early win, which needs to have the following characteristics.

ESSENTIAL CHARACTERISTICS OF EARLY WINS

Regardless which win the leadership team chooses, it must be:

- Tangible and observable;
- Achievable;
- Perceived by most people as having more benefits than costs;
- Nonthreatening to those who oppose the strategy;
- Symbolic of a desired shared value;
- Publicized and celebrated; and
- Used to build momentum.

Tangible and observable

The early win must be obvious to see; a real result that can be put on paper or made real in ways that everyone can observe. Using data is important. The leadership team must define specifically what the result will be (a product or a measurable change from x to y). This will be the proof the leadership team will present at the deadline to demonstrate that the win has been accomplished.

Achievable

Above all, the leadership team must be absolutely certain it can accomplish the win. Failure to do so will do great damage to the cause. Failure will prove that this change is not feasible, so there is quite a lot riding on accomplishing the win by the established deadline.

Because those who support the strategy are already on board, the audience for the early win is those who might oppose the change or stand to lose something important to them as a result of the change. The leadership team will know who these groups are from the stakeholder analysis and the resistance analysis.

Perceived by most people as having more benefits than costs

The early win should further these gains so that participants can see how it will benefit them. In general, an education or training program is usually perceived as a benefit as long as it matches the readiness of participants. This means the program gives them skills or knowledge that they perceive they need and is not being imposed on those who believe they already have the skills or don't need them.

Nonthreatening to those who oppose the strategy

Because those who support the strategy are already on board, the audience for the early win is those who might oppose the change or stand to lose something important to them as a result of the change. The leadership team will know who these groups are from the stakeholder analysis and the resistance analysis.

This will enable the leadership team to develop and implement an early win that will bring those who are resistant on board or at least signal to them that they should not be threatened by the change strategy. Another strategy is to develop an early win in an area that is the least threat to anyone.

Symbolic of a desired shared value

The early win is only of use if — after all these other considerations — it is perceived as important within the context of the organizational culture. It must be a symbol that says that important organizational values are being furthered by this win and therefore by the larger change strategy.

Publicized and celebrated

Once the early win is accomplished, the leadership team makes sure everyone knows about it, or it will be of limited use for the change strategy. The leadership team can arrange a celebration of this destination before taking on the next, larger activity.

Used to build momentum

As important as it is to have an early win, this technique only works once or twice. After the leadership team has established the momentum that an early win provides, it needs to

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EARLY WIN WONDER TOOL

Overall change strategy: _____

Early win action under consideration: _____

DOES THE PROPOSED ACTION MEET ALL ESSENTIAL CHARACTERISTICS OF AN EFFECTIVE EARLY WIN?	EVIDENCE (HOW?)
Importance: Accomplishing this will meet the common understanding of what constitutes success.	
Importance: It is not merely nice to do, but necessary to move the work forward; the action is considered an urgent priority by most.	
Tangible and observable: There is a transparent, observable outcome, either a specific work product or improvement measured by data.	
Achievable: You are certain the change can be accomplished within the stated time frame.	
Perceived as having more benefits than costs to most people: Individuals who will be implementing the action perceive benefits to achieving this early win — even if those benefits are not those that the leader articulates.	
Helps those affected deal with loss: The action creates a positive substitute for what people perceive might be lost through the change strategy.	
Nonthreatening to opposing groups: Groups that oppose the change would perceive benefits if this objective were accomplished.	
An area of relatively less interest: The change is in an area that excites relatively fewer passions by important stakeholder groups.	
Symbolic of shared values: The program is an important symbol in the culture.	
Plans to publicize: There are mechanisms to communicate the win broadly at the beginning and again at the deadline.	

Source: Spiro, 2011, pp. 95-96.

EXAMPLE OF A COMPLETED EARLY WIN WONDER TOOL

Overall change strategy: Develop a professional learning community to improve mathematics instruction.

Early win action under consideration: Perform the values clarification exercise at the next faculty conference.

DOES THE PROPOSED ACTION MEET ALL ESSENTIAL CHARACTERISTICS OF AN EFFECTIVE EARLY WIN?	EVIDENCE (HOW?)
Importance: Accomplishing this will meet the common understanding of what constitutes success.	We would consider it a success to get to know each other better. It would also be a plus to have an experience where we could learn more about ourselves.
Importance: It is not merely nice to do, but necessary to move the work forward; the action is considered an urgent priority by most.	We need to “walk the talk” about being a learning organization; that starts with knowing what we really value.
Tangible and observable: There is a transparent, observable outcome, either a specific work product or improvement measured by data.	There will be a spreadsheet of data with the frequency with which each value was cited as important by our school.
Achievable: You are certain the change can be accomplished within the stated time frame.	This is a proven exercise that can be done in an hour. Results can be tabulated and distributed within a day.
Perceived as having more benefits than costs to most people: Individuals who will be implementing the action perceive benefits to achieving this early win — even if those benefits are not those that the leader articulates.	There is something of value here for everyone since they will be reflecting on their own values.
Helps those affected deal with loss: The action creates a positive substitute for what people perceive might be lost through the change strategy.	Doing this exercise demonstrates to everyone that whatever comes next will not upset the most important values.
Nonthreatening to opposing groups: Groups that oppose the change would perceive benefits if this objective were accomplished.	Everyone appreciates being asked about his or her values and having his or her voice be heard.
An area of relatively less interest: The change is in an area that excites relatively fewer passions by important stakeholder groups.	No group objects to finding out more about the values of its members. This information is useful to all as a basis for planning further steps.
Symbolic of shared values: The program is an important symbol in the culture.	We are finding out about our shared values, and doing this exercise shows how important it is to further those in our school.
Plans to publicize: There are mechanisms to communicate the win broadly at the beginning and again at the deadline.	We will publicize the compiled results the next day to the school community and plan our next actions for professional learning on the basis of furthering our shared values.

Source: Spiro, 2011, pp. 95-96.

capitalize on that momentum, using the newfound credibility to develop the next, larger change strategy and reach for the larger win.

POTENTIAL EARLY WINS

The three possible actions listed here could have early wins associated with each as a first step. It is unlikely that everyone will see the merit in any one strategy, so starting small and tangibly is the way to go. For example:

1. To get data on school values, the leadership team might conduct a values clarification exercise at the next faculty conference. Such an exercise would have the double benefit of assisting each participant to reflect on what is meaningful to him or her as well as synthesizing the results to gain a perspective on values schoolwide.
2. To promote data-based planning committees, the leadership team might start with the grade that is most ready and have those teachers share their results with the rest of the school community within a specified period of time.
3. To promote classroom visitations among teachers, the leadership team might start with one or two pairs of teachers who are interested and have them report to the larger school community on what they learn in those visits.

The Early Win Wonder tool on p. 14 is devised to help leadership teams develop early wins and decide which to choose. Each early win can be subjected to the analysis of the tool. A completed version of the tool appears on p. 15. Self-reflection questions at right prepare the leader to use the tool.

USING THE TOOL

In using the Early Win Wonder tool to analyze these three potential early wins, the values clarification exercise at the faculty meeting emerges as the best choice for this example. Until the leadership team knows which values are most highly felt by everyone, it isn't possible to guarantee the success of the other proposed early wins. The other two proposed wins are less likely to produce success because they rely on the cooperation of "ready" teachers and on the acceptance of their positive experience by less-ready folks.

The early win provides the momentum to develop professional learning based on the shared values. For this example, professional learning activities could be differentiated so that those who value learning via data could participate in data-inquiry groups and those who value collaborative learning could participate in classroom visitation.

It doesn't take long to achieve early wins, allowing the leadership team to move quickly toward other, larger actions to achieve its objective.

LEADER'S SELF-REFLECTION QUESTIONS FOR THE EARLY WIN WONDER TOOL

- Am I willing to put my credibility on the line to guarantee the success of this action?
- Am I willing to postpone implementing the large action I really want to take until after the small, early win is successful?
- Will I be able to implement an early win that is important to those affected, but seems relatively unimportant to me? Am I aware of what people perceive they are losing and building that into the proposed small, early win?
- Am I 100% certain this small, early win can be accomplished in the timeframe?
- Am I prepared with a plan to build on the momentum of the early success? Am I clear where we go from here and what action comes next?



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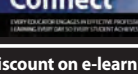
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RECORD, REPLAY, REFLECT


VIDEOTAPED LESSONS
ACCELERATE LEARNING
FOR TEACHERS AND COACHES

**By Jim Knight,
Barbara A. Bradley,
Michael Hock,
Thomas M. Skrtic,
David Knight,
Irma Brasseur-Hock,
Jean Clark,
Marilyn Ruggles,
and Carol Hatton**

New technologies can dramatically change the way people live and work. Jet engines transformed travel. Television revolutionized news and entertainment. Computers and the Internet have transformed just about everything else. And now small video cameras have the potential to transform professional learning.

While teachers have used video to review their lessons for decades, cameras were, until recently, complicated to use and so large and cumbersome that they interrupted the learning taking place in the classroom. Now, cameras are tiny — half the size of a deck of cards — and easy to use, often controlled by the push of a single button.

Recognizing the potential of this new technology, researchers at the Kansas Coach-



As digital video cameras have become smaller,
their value has increased for professional learning.

ing Project at the University of Kansas Center for Research on Learning conducted a three-year study to analyze what happens when coaches and teachers watch themselves on video. The results of this study show why these cameras are important and how they can be used by instructional coaches, individual learners, and teachers in the classroom and in study groups.

WHY CAMERAS ARE IMPORTANT

Cameras serve four important functions within professional learning:

1. Cameras help educators (teachers, coaches, administrators, and others) obtain an objective, accurate view of themselves at work. In analyzing teachers watching themselves on tape, researchers found that teachers are often surprised by what they see.

Research conducted by change expert Prochaska and his colleagues (Prochaska, Norcross, & DiClemente, 1994) demonstrates that people are often unaware of the true nature of their professional practice. According to these researchers, people are often unaware of their need to improve. Video gives educators an honest picture of their professional practice.

2. Video recordings propel educators forward into change. After watching themselves on video, many teachers feel compelled to improve learning in their classrooms almost immediately. Stacy Cohen, an instructional coach for a Kansas Coaching Project study, reported that the night one of her collaborating teachers first saw a video of her lesson, the teacher stayed up until 2 a.m. reworking her lesson plans because

“she couldn’t stand to see how bored her students looked.”

3. Video recordings are important for goal setting within coaching.

Because the information recorded on video provides a rich picture of reality, educators who review video of their lessons are more inclined to write

learning goals that matter to them. Coaching, as Hargrove (2008) explained, is often more successful when it is pulled forward by the goals of the person being coached (what he calls “pull coaching”) as opposed to when it is pushed forward by the coach’s goals (“push coaching”).

4. Because video recorded on small cameras is easy to gather and of high quality, it provides a picture of reality that can be used to measure progress toward a goal.

Real improvement requires what Colvin (2008) referred to as “deliberate practice” and precise feedback. Video is an easy and effective way for teachers working with coaches, on their own, or in teams to get the feedback they need to move forward as learners. As one coach commented, “I am thankful to have the video that documented all of our conversations so I can see the progress that we made. I know that you have to go out of your comfort zone in order for good learning to happen, and this has been my experience.”

GETTING SPECIFIC

The tools on pp. 22-23 offer specific teacher and student actions and behaviors to look for while watching classroom lessons. These tools can help viewers focus on specific elements of instruction as they make notes about their performance and prepare for discussion with a coach or peers.

HOW TO GET THE MOST OUT OF WATCHING VIDEO

GOAL

Identify two sections of the lesson that work and one or two sections that need improvement.

PREPARATION

Watching oneself on video is one of the most powerful strategies teachers and coaches can use to improve their practice. However, it can take some time to become comfortable with the process. Here are some preparation tips:

- Find a place to watch where there are no distractions.
- Read through teacher and student surveys or other material to determine what to watch for.
- Set aside a block of time to watch the video uninterrupted.
- Have pen and paper ready to take notes.

WATCHING THE VIDEO

- Plan to watch the entire video at one sitting.
- Take notes on anything that is interesting.
- Be sure to include the time from the video beside any note.
- Watch for positive elements as well as areas needing improvement.
- After watching the video, review the notes and circle items to discuss with the coach.

HOW CAMERAS CAN BE USED

• Instructional coaches

Researchers analyzed hundreds of hours of video recordings of instructional coaches and held three-day focus groups with coaches three times during each year of the three-year study. One result: All coaches in the study believe that cameras are essential tools for instructional coaches.

Instructional coach Susan Leyden is typical of the participating coaches when she comments, “The video is key to everything.” Leyden says video is essential to identify an instructional challenge, set a goal, watch students, and have an objective record. Leyden notes that because video is objective, it makes coaching less personal. “The video is huge because it takes me out of it,” she says.

When coaches use cameras with teachers, the video recordings they produce become central to the coaching process. Thus, instructional coaches in the research project embedded video into the entire instructional coaching process (Knight, 2007), using video recordings with teachers to gather data on classroom reality, set goals, identify the coaching focus, and monitor progress.

To get the most out of using video recordings, the coaches employed the following practices:

- To alleviate the awkwardness many people feel watching themselves on video, coach and teacher should play with the camera a while before recording a lesson.
- Before recording, coach and teacher should decide whether it is more important to see students or the teacher and then position the camera appropriately.
- After recording, coach and teacher should first watch the video recording separately. This allows the teacher to experience the video in his or her own way, and it allows the coach time to prepare questions for an exploratory coaching conversation.
- Coaches should prepare teachers carefully for watching the video. Coaches in the study gave teachers a document explaining how to get the most out of watching the video (see table on p. 19) and surveys that teachers could use to focus attention on either their own practice or students’ performance or behavior (see pp. 22-23).
- Before the coaching conversation and while watching the video separately, teachers and coaches should identify two or three video clips where they think learning is proceeding well and two or three other clips where the learning was not proceeding as well and that they would like to discuss further.
- During discussion of the video, coaches should either watch the video or talk about it. The study showed that when coaches and teachers tried to watch and talk simultaneously, the conversations were ineffective.

What is good for teachers is also good for instructional

coaches. Coaches in the Kansas Coaching Project study found watching themselves on tape valuable. In fact, when coaches in the study were asked to identify the best form of professional learning for coaching, they unanimously said watching oneself on tape. One coach’s comments are typical: “I am probably learning more than they are.”

• Individual learning

In 2009, one researcher conducted an informal study that asked more than 300 people from around the world to coach themselves on important communication skills such as listening, finding common ground, and building emotional connections. In most cases, participants coached themselves by video, recording selected conversations with colleagues, friends, students, and family, then watching to see what they could learn from the video.

Those who watched video of their conversations reported that they gained insight into such aspects of their communication skills as their facial expressions (“I thought I was attentive, but my facial expressions showed otherwise”), areas where they could improve (“In watching myself on video, I confirmed to myself that I monopolize conversations”), and areas where they improved (“I know this time I gave more eye contact ... and tried to make sure my conversation partner really saw I was interested. I leaned in and nodded as well as gave some comments that showed my interest in the conversation”).

One participant wrote, “The video and listening tapes made a huge difference. Thinking about how you listen is not enough. When you see yourself and/or listen to yourself, it makes the process real. It made me focus and really pay attention to what I was doing.”

• Teachers in the classroom

Video recording provides a way for teachers to review and reflect on their teaching practices. Teachers can get a rich record of how students are performing or how they are teaching by setting up a camera in the classroom. For example, teachers can use video to record such aspects of teaching as the level, type, or kind of questions they ask, how frequently they praise students compared to how frequently they criticize them, clarity of instruction, pacing, and animation. Teachers can watch the video to assess their facial expressions and other nonverbal communication, to see if they are ignoring some parts of the room, or to note if bias toward particular students or groups of students has crept into their practice.

Video can also help teachers get a second look at students. Teachers can assess whether students are authentically engaged or which activities or teaching practices seem to most effectively increase student engagement. Video can also provide insight into each class’s culture, giving teachers a window into what students’ actions suggest about their assumptions about the purpose of learning, the boundaries of respectful communication,

and the connection between effort and success.

Finally, video helps teachers see actions or expressions that foster or inhibit emotional connections. Rolling the eyes, making sarcastic comments, talking down to students, or looking uninterested can destroy connections. Video also shows actions that encourage connection, such as praise, smiles, or words of encouragement.

• Learning teams

Teachers can learn a great deal about their practice when using video recordings during collaborative learning. Jean Clark, an educational leader from Cecil County, Md., created a process that brought teachers together to watch and discuss video recordings of themselves teaching. All teachers in the video study groups were implementing the same teaching practice, and the video study group was a way for everyone to deepen their understanding of how to teach it.

Before each meeting, one teacher volunteered to prepare and share a video for the next session. To prepare the video, the volunteer recorded himself or herself using the teaching routine in the classroom. After recording the class, the teacher used video editing software to identify aspects of the lesson that went well and a section of the lesson that needed improvement. Editing the film caused teachers to watch their lessons many times, and those repeated viewings led them to see details of their lessons that wouldn't have been obvious after watching just once.

At the next video study group meeting, the teacher shared his or her video with the group, showing each section and asking for comments. Clark guided team members to collaborate and identify values they would work from while discussing each other's video. Thus, comments about lessons were positive, hon-

est, constructive, and useful.

Usually, the volunteer shared two positive clips first. After showing each one, he or she commented on the lesson and asked colleagues for feedback. Each teacher in the video study group went through this process.

Clark reported four benefits to the video study groups:

1. Teachers learn a great deal by watching themselves teach, especially after they have watched themselves several times.
2. Video study groups are good follow-up to professional learning by increasing the likelihood and quality of implementation after training.
3. The dialogue that occurs during video study groups deepens group members' understanding of how to teach the targeted practice and often introduces them to other teaching practices while watching others teach and listening to team members' comments.
4. When teachers come together for such conversation, they often form a meaningful bond because the structure of a video study group compels everyone to stand vulnerably in front of their peers and engage in constructive, supportive, and appreciative conversations with colleagues. Those bonds may ultimately be more important than all of the other learning that occurs since they create supportive, positive relationships among peers.

Video helps teachers see actions or expressions that foster or inhibit emotional connections.

A CLEAR PICTURE OF PERFORMANCE

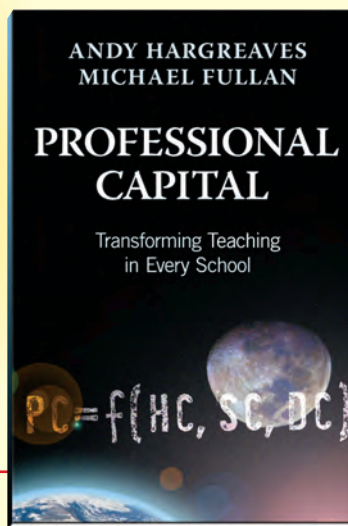
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WATCH YOUR STUDENTS							
DATE _____							
After watching the video of today's class, please rate how close your students' behavior is to your goal for an ideal class in the following areas:							
	Not close				Right on		
Students are engaged in learning (90% engagement is recommended).	1	2	3	4	5	6	7
Students interact respectfully.	1	2	3	4	5	6	7
Students clearly understand how they are supposed to behave.	1	2	3	4	5	6	7
Students rarely interrupt each other.	1	2	3	4	5	6	7
Students engage in high-level conversation.	1	2	3	4	5	6	7
Students clearly understand how well they are progressing (or not).	1	2	3	4	5	6	7
Students are interested in learning activities in the class.	1	2	3	4	5	6	7
Comments							

ture of current performance and an accurate and powerful way of measuring progress. While the video camera is only one part of any effective approach to professional learning, teachers and coaches can benefit from turning the camera on themselves to see how well they are performing.

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WATCH YOURSELF

DATE _____

After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:

	Not close					Right on	
My praise-to-correction ratio is at least 3-to-1.	1	2	3	4	5	6	7
I clearly explain expectations prior to each activity.	1	2	3	4	5	6	7
My corrections are calm, consistent, immediate, and planned in advance.	1	2	3	4	5	6	7
My questions are at the appropriate level (know, understand, do).	1	2	3	4	5	6	7
My learning structures (stories, cooperative learning, thinking devices, experiential learning) are effective.	1	2	3	4	5	6	7
I use a variety of learning structures effectively.	1	2	3	4	5	6	7
I clearly understand what my students know and don't know.	1	2	3	4	5	6	7
Comments							

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CONNECT the DOTS

A DEDICATED SYSTEM
FOR LEARNING
LINKS TEACHER TEAMS
TO STUDENT OUTCOMES

By Bradley A. Ermeling

Establishing school-based professional learning appears so simple and straightforward during inspiring presentations at summer workshops, but keeping collaborative work focused on teaching and learning in such a way that it produces consistent results is a highly underestimated task.

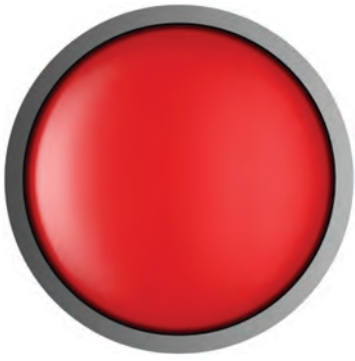
Investigations and experience from a group of researchers at the University of California Los Angeles and Stanford University suggest that the likelihood of maintaining such focus and coherence might be significantly increased when there is a clear system of dedicated settings and assistance for each level of leadership and learning — teacher teams, teacher leaders, and administrators.

Over the last two decades, the research team studied and refined an instructional improvement model that demonstrated significant gains in student achievement in some of the nation's most challenged districts, including gains in a six-year case study and a five-year quasi-experimental study in nine Title I elementary schools (Goldenberg, 2004; Saunders, Goldenberg, & Gallimore, 2009).

Schools demonstrated gains of 41% above comparison schools and 54% gains for Hispanic students. Schools sustained implementation over the five-year study period despite 17 principal changes, three district reorganization initiatives, and a 25% increase in teaching staff. These studies, recognized by Learning Forward for the 2010 Best Research Award, document the journey and the change elements that enabled struggling schools to close the achievement gap in their respective districts.

Among other key findings, one of the central change elements that emerged from this research, as well as subsequent investigations (Gallimore, Ermeling, Saunders, & Goldenberg, 2009; Ermeling, 2010) was the importance of stable settings — dedicated times and places for getting important work done that leads to improved teaching and learning.

However, teachers are not the only ones who need a stable, protected setting in which to function as a team. All educators in the school and district responsible for supporting teacher teams also need a setting for learning where they focus on improving their assistance, leadership, and teaching for the next immediate role group they support. This represents one of the key ingredients for building coherence and sustaining effective professional learning in a school or district over time.



HOW IT WORKS

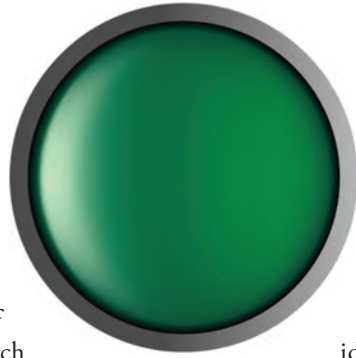
A firmly established system of cascading settings and assistance links, illustrated in the figure on p. 26, is perhaps the most important distinction of successful schools and districts the research team has studied over the last two decades. These schools have solidified nonnegotiable times and places for learning and continuous improvement. Ongoing support for these settings is intentionally provided over a period of years so that teachers and administrators can jointly persist with identified learning goals until they begin to see results.

SYSTEM OF SETTINGS AND ASSISTANCE LINKS

In this system of settings, teacher teams at each school meet several times a month to cycle through established protocols for collective inquiry. They set goals around common student academic needs and then jointly develop, implement, and refine instructional solutions, persisting with an area of need until students make tangible gains. The most important link in the system of settings is between the teacher teams and the classroom, but each setting and assistance link is essential for achieving and sustaining long-term results.

At the elementary level, for example, based on needs identified from their specific standards and assessments, teams might focus on helping students write multisentence narratives about a single event (1st-grade language arts), fostering student understanding of multiplication as repeated addition (3rd-grade math), or helping students write clear summaries of grade-appropriate text to demonstrate reading comprehension (4th-grade language arts). At the secondary level, subject-area teams work through the same process but focus their inquiry efforts on needs such as understanding the distributive property (algebra), using evidence to support claims (language arts), or understanding the relationship between structure and function in living organisms (biology).

Based on new state expectations for open-ended re-



sponse items, one 4th-grade team chose to focus on reading comprehension and the need for helping students write summaries of grade-appropriate text with a clear explanation of the theme or main idea. Through several cycles of collective

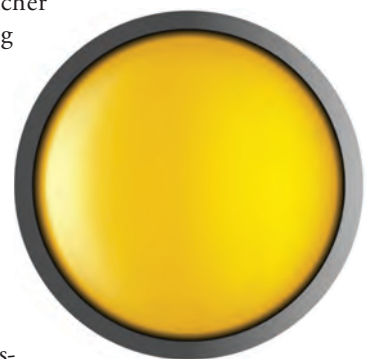
inquiry and formative assessment, they refined their instructional approach to include reading, discussing, and comparing example papers that highlighted desired qualities, which helped them explain and illustrate specific features of summaries (important vs. unimportant details) in ways that students could see, understand, and begin incorporating in their own summaries. Student scores improved significantly, and almost every student went up by at least one point (Gallimore et al., 2009).

Instructional leadership teams include a facilitator from each teacher team, a building administrator, and an external advisor who provides ongoing training, support, and expertise to ensure teacher teams focus on productive use of the established protocols. The leadership team meets monthly to prepare for upcoming teacher team meetings, receive ongoing training and support with the inquiry process, and build coherence between the work of the teams and other school, district, or state priorities and initiatives.

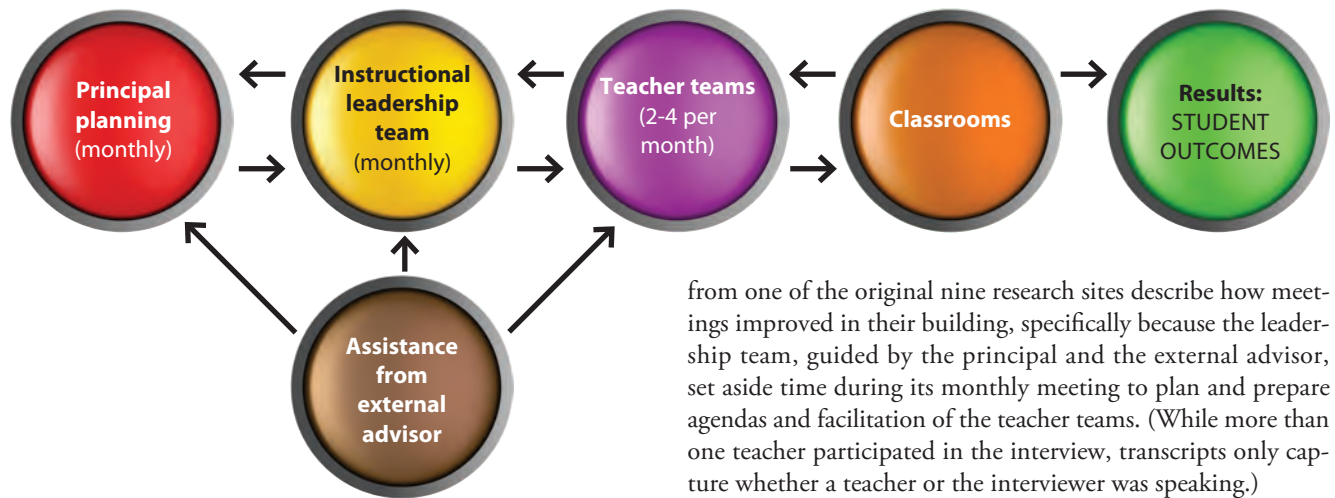
A leadership team might work to ensure that teams are planning lessons that incorporate strategies from a recent district workshop on sheltered instruction, help prepare facilitators to effectively identify student needs from district periodic assessments, or think through how they can help teachers use the inquiry process to study the implementation of new rigorous standards introduced by the state and the corresponding implications for instruction.

EXTERNAL ADVISOR'S ROLE

In addition to the monthly leadership team setting, the



System of settings and assistance links



principal and external advisor also meet monthly one-on-one to debrief the progress of all teams, prepare the agenda for the leadership team, and map out strategies for targeted assistance to individual teams and teacher leaders. The external advisor, as illustrated in the figure above, helps connect the dots between each of the settings and hold the process together over time while many other priorities and tasks compete for educators' time and attention. Each advisor supports approximately eight schools and works alongside each principal and leadership team to provide a balance of support and pressure while also building capacity to sustain instructional improvement.

This system of cascading settings continues beyond each building, connecting the dots across schools.

In this context, advisors are typically external consultants, trained and certified by program developers or implementation experts, but may also be district, state, or school personnel who have multiple years of experience with the process and complete a certification program. Regardless of who performs the role, research and experience suggest that this external assistance offers limited value if confined to a short-term “train-and-release” relationship between the advisor and the school. Instead, the role of dedicated external assistance should be a permanent and central component for a sustainable instructional improvement system.

Many improvement models stress the importance of distributed leadership and suggest that schools establish leadership teams, but few provide an explicit framework combined with site-level support to help the leadership team remain productive and focused over time so that teacher teams remain productive and focused on improving teaching and learning.

Many improvement models stress the importance of distributed leadership and suggest that schools establish leadership teams, but few provide an explicit framework combined with site-level support to help the leadership team remain productive and focused over time so that teacher teams remain productive and focused on improving teaching and learning.

Teacher feedback

In the following excerpt, members of a teacher focus group

from one of the original nine research sites describe how meetings improved in their building, specifically because the leadership team, guided by the principal and the external advisor, set aside time during its monthly meeting to plan and prepare agendas and facilitation of the teacher teams. (While more than one teacher participated in the interview, transcripts only capture whether a teacher or the interviewer was speaking.)

Teacher: Grade-level meetings are very well planned and organized. And they have agendas. And the agendas are reviewed and checked at the instructional leadership team. And suggestions are made. And revisions are made.

Teacher: Our classrooms are much more focused now than they have been.

Teacher: For sure. (All laugh.)

Teacher: Oh, yeah.

Interviewer: What is this a result of?

Teacher: A combination of things.

Teacher: I think the instructional leadership team members were kind of forced [by the principal] — (someone laughs) — which helped, though. I mean, it was a big help to keep us focused and to keep a continued focus throughout every week — to keep our mind on a certain aspect of what we need to work on.

Teacher: And setting [instructional] goals every week. Besides all the big school goals that we created in grade levels and as a school at the beginning of the year, every week we're making weekly goals at each grade level. Agreeing on them, writing them down, adhering to them the following week, following up on them — all based on student needs (Saunders & Goldenberg, 2005).

This excerpt illustrates the increased coherence and focus at the building level, where tight links between principal and teacher-leaders had a corresponding direct influence on grade-level teams and classroom teaching.

HELPING BUILDING LEADERS GROW

In the same fashion, this system of cascading settings continues beyond each building, connecting the dots across schools. Each principal participant gathers monthly in a network principal workgroup focused on helping building leaders grow in their capacity to guide and assist instructional improvement. District leaders and principal supervisors also meet as a team to plan and

prepare support and training for principals who are leading the improvement process in their respective buildings. As with the school site, each of these settings is supported and facilitated by expert advisors who draw from a common knowledge base of modules and resources to tailor assistance for each district and school.

Principal reflection

The following excerpt is a video transcript taken from a monthly principal network setting. Working in pairs, principals have been asked to study teachers' work and identify areas of progress as well as discrepancies. The objective was to prepare principals to provide assistance and direction for leadership teams through highly specific feedback related to teacher teams' work. The excerpt begins when one principal requests help from the external advisor in summarizing the fundamental challenge he is noticing with the work of his English team — the lack of alignment between the lesson the team developed and the academic need they set out to address.

Advisor: So let's write down the next steps we are seeing on our charts.

Advisor: There's a discrepancy in alignment. You know what I mean?

Principal 1: Yeah, right.

Principal 2: Right.

Advisor: So the alignment needs to be better.

Principal 1: That the lesson plan that generates the student work mirrors ...

Principal 2: The need!

Principal 1: Right.

Principal 2: I don't think that's just unique to your school because there were some things in each of the lesson implementations that need to be refined or modified.

Advisor: Better aligned.

Principal 2: Exactly.

Principal 1: So, in the grand scheme of things, the recycle ought to fix the alignment as they start all over again, right?

Principal 2: Absolutely.

Advisor: Right. And then your challenge as administrators is, how do you get them to come to that realization so that they go back and refine?

Principal 2: Exactly.

Principal 1: You know how I do it? I have you personally come and ... (Everyone laughs.)

Advisor (smiling): No, no, no. How do YOU do it? What questions are you going to use?

Principal 2: Sure.

Principal 1: You're right.

Advisor: And again, you know, telling as opposed to them discovering is a whole different ...

Principal 2: Is two different things.

Principal 1: Now let me tell you what is a problem for me, in candor if you will. English language arts is not a comfort zone for me.

Principal 2: Right.

Advisor: You know enough to recognize when something is not aligned.

Principal 1: Yeah. I don't want to ever get into that kind of conversation where their expertise kind of snowballs me. Science class, different ballgame. Math ...

Advisor: That's why I like to use the comment, "Help me understand." You know what I mean? I'm not claiming to know everything about every subject, but help me to understand how they align because I'm missing it. So, explain.

Principal 1: Right.

Advisor: And, hopefully, in that conversation, it will come out.

Principal 1: I got you (video transcript, 2011).

Whereas many principal meetings the research team observed might be characterized as a parade of announcements related to various district policies, upcoming dates and events, this monthly meeting for principals has been shaped into a dedicated setting where principals reflect on their leadership and support of the teacher teams in their building and the facilitators who lead those teams. Principal 1 in the excerpt has had the opportunity to reflect on various work products his teams are producing and (in the case of one English team) has identified a specific problem with alignment and some questioning strategies for gently bringing this problem to the attention of the team leader. On a broader scale, principals in this conversation have openly discussed the insecurity an instructional leader may feel when trying to support learning across diverse content areas and received both encouragement and specific guidance for stepping into that role with confidence and skill.

A STURDY FRAMEWORK

As one high school administrator said: "For schools, often the urgent tasks supersede the important tasks, and the daily responsibilities of site administrators or teachers leave little energy to focus on the task of continually improving their instruction. There was a framework that I couldn't fall out of" (Graff-Ermeling, 2007).

Measures of improved instruction and student achievement are the ultimate objective of any professional learning initiative, but neither of these important goals can be achieved and

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Many improvement models stress the importance of distributed leadership and suggest that schools establish leadership teams, but few provide an explicit framework combined with site-level support to help the leadership team remain productive and focused over time.

COACHING PROTOCOL GIVES RURAL DISTRICT

A COMMON LANGUAGE *for* LEARNING



By Marjorie C. Ringler and Debra O'Neal

Academic language has been referred to as a gatekeeper, something that stands in the way of academic success for native and nonnative speakers alike (Corson, 1997; Bielenberg & Fillmore, 2004). Short and Fitzsimmons (2004) focused on English language learners, asserting that those students must do “double the work” because of the need to learn academic English and content simultaneously.

In rural eastern North Carolina, many students do double the work because they speak nonstandard dialects, lack the background knowledge for school success, and thereby disengage from the classroom. In a yearlong series of workshops, we focused on coaching as a vehicle to improve academic language proficiency across the curriculum using the Sheltered Instruction Observation Protocol, a research-based model for integrating language and content in the classroom. The protocol was being widely adopted in North Carolina for mainstream classes with large numbers of English language learners.

The initial focus of the workshops was language

development for ELLs. However, participant teachers were telling us that these strategies would be effective for native speakers as well. As we began to research this idea, we shifted our focus to encourage academic language proficiency for all learners. Our goal became to help teachers first recognize the elements of academic language and then to see it as a second language. They learned that academic language is more than just content-specific vocabulary and adopted the protocol to teach this new language to all learners while teaching in all content areas.

With this broadened focus, we brought our workshops into more districts, encompassing seven counties to date. Some schools continue to implement the content, and others don't. Those districts that implemented the protocol successfully had three things in common: involved principals, involved district-level administrators, and a follow-up plan in place. Unsuccessful schools had uninvolved principals who booked the session, left for the day, and planned no follow-up activities. These experiences led us to create a program called Project CEO, which is based on these core beliefs:

- High-quality professional development starts with the principal.
- The principal must be part of the process, not just a facilitator.
- Peer coaching is essential.
- Teacher leadership is a key to the program's success.
- Participants need to see value in the content and be willing to take risks.

PHASES OF COACHING

Project CEO was a collaborative initiative between the authors and two schools, the only elementary school and middle school in Tyrrell County Public Schools, a small, rural eastern school district in North Carolina. The initiative included three phases.

First phase: Teacher buy-in

In the initial phase, participants developed a clear understanding of the content of the professional development, using the Sheltered Instruction Observation Protocol as a framework. The workshop gave teachers and

In rural eastern North Carolina, many students do double the work because they speak nonstandard dialects, lack the background knowledge for school success, and thereby disengage from the classroom.



administrators a clear picture of what this model classroom looks and sounds like. Teachers were initially skeptical, mindful of previous unsuccessful professional development experiences and initiatives that have come and gone. Because of their active participation in the initial phase, principals alleviated teachers' skepticism and doubt. They assured teachers this new model would benefit them and integrate well with existing initiatives. Teachers agreed that this model included strategies that would improve their teaching, aided by the trust and leadership of school principals.

Second phase: Coaching teachers

The second phase focused on coaching teachers, using three forms of coaching:

- Lesson planning coaching;
- Observation coaching; and
- Peer coaching.

Lesson planning coaching consisted of monthly meetings with each teacher to have instructional conversations about content and implementation of academic language proficiency strategies in their lessons. At first, planning sessions included coaching in the form of reflective questioning; however, teachers were quiet and reluctant to share because they felt that their teaching would be criticized. In time, teachers received comprehensible feedback using the language of the model, turning planning time into a time for dialogue and instructional conversations. Instructional conversations resulted in sharing and modifying lesson plans.

Observation coaching consisted of classroom visits by the authors to observe and provide comprehensible feedback using the Sheltered Instruction Observation Protocol’s observation instrument. We logged 610 contact hours in one academic year among 16 participants. At first, teachers were wary of the observations, fearing that the observations would result in a negative judgment of their teaching. Teachers expressed their fears to their principals, who listened and reassured them. Eventually teachers started to share with us their implementation challenges. For each challenge, we offered a creative solution, and, in time, teachers not only expressed concerns but also their successes. Unsolicited testimonies started filtering in from teachers, district-level administrators, and visitors.

Trust and credibility of the model grew, and teachers began to use the language of professional development and the language of the model to engage with us on their teaching practices. Practices in the classroom changed from teacher-centered to student-centered. Students now expect instruction to be engaging and challenging. Students walk into the classroom and look to the board for both their content and language objectives to see what they will be learning. When we visit classrooms and ask students about the ongoing activity, they respond with the content vocabulary and the academic process language. For example, “I am learning about the differences and similarities between a plant cell and an animal cell, and I am using a Venn diagram to describe them.”

Peer coaching was the third element of professional development. Elementary teachers were paired with middle school teachers as their peers. Once a month, each pair held a pre-conference, observed one another, and held a post-conference. At

first, teachers objected because it meant scheduling a time to leave the building to go to another school. We soon learned that the real reason for the objection was that teachers perceived no value in observing a different grade level. These coaching sessions were integral to the process, so the principals provided substitutes and time for teachers to conduct peer observations. Once teachers conducted a couple of observations, their perceptions of the value of peer observations changed. Middle school teachers saw students using academic vocabulary starting at kindergarten and began to understand how this practice was essential and necessary for success at the secondary level. They heard kindergarten children and 1st graders use terms such as equations, vertical, and horizontal. Fourth graders described geometrical rotations, reflections, and dilations. Similarly, elementary teachers were able to see how the concepts that they teach are built upon at the secondary level. Each teacher developed teaching practices that would help facilitate and ensure continuity in learning.

TEACHERS BECOME COACHES

As the school year progressed, teachers in the project became teacher leaders of the model. We continued our monthly coaching sessions, but a team of teachers now led the whole-group monthly meetings. In their schools, nonparticipating teachers asked to observe lessons. After the observations, teachers discussed what they saw and why they implemented the strategies that they did. District-level administrators sent visitors and teacher interns to observe these model classrooms as well. Students in these classrooms were able to explain to the observers what they were learning and why the strategies their teachers used were so helpful. Principals provided reading materials and strategies to interested teachers and then met with them to talk about the model and its benefits. Overall, teachers in the project were the catalysts of change by example. During phase three, this core group of teachers will facilitate the coaching with the whole-school staff.

The monthly coaching led teachers to become leaders in their profession. For example, six teachers at the middle school developed a digital story to describe the Sheltered Instruction Observation Protocol and its impact on teaching and student learning. All teachers contributed with pictures, quotes, and time to compose the story. They presented their story at a school board meeting and received rave reviews. In another example, four teachers involved in the project attended a national conference with us. During the conference, we coached the teachers on how to write a meaningful reflection about that day’s sessions to be shared via email with their colleagues at home. To our surprise, the four teachers devised another creative method to reflect and to engage their colleagues at home: an online challenge question. The teachers read articles relevant to their professional development and even teleconferenced with the authors of one of the books they read as a group.

SHARED GOALS BUILD STRONG PARTNERS

Our perspectives as East Carolina University faculty members from different departments informed our work in different ways. One of us — Debra O’Neal, from the Department of English — has a background in linguistics and teaching English as a Second Language and is a Sheltered Instruction Observation Protocol trainer in the region.

The other of us — Marjorie Ringler, from the Department of Educational Leadership — was interested in English language learners from the leadership perspective and attended one of O’Neal’s sessions.

From that day forward, we began an instructional conversation that developed into a collaborative partnership. We find that while our individual areas of expertise give us strengths on one side in process and coaching and on the other in content, that line blurs as our work progresses and we both continue to learn from each other.

COACHING THROUGH THE EYES OF THE PRINCIPALS

The second phase showed principals that successful professional development must have intense follow-up coaching to ensure implementation with fidelity. Principals come to see the value of the model and do whatever it takes for teachers to be successful. The principals report that, as they walk the hallways, they see students engaged in learning the content and hear higher-order thinking expressed through student talk, teacher questions, and written student samples. They see teachers talking about teaching and learning. At district-level meetings, principals use the language of professional development and coaching to discuss teaching and learning and gauge whether the next initiative will provide the same level of coaching.

Third phase: Building capacity

Follow-up activities that make coaching a key component of sustainability for any professional development must be job-embedded, consistent, and meaningful (Showers & Joyce, 1996). As the first year of the project ends, newly developed teacher leaders will take the lead in creating professional development for the next year. By then, the entire faculty of the elementary and middle schools will be trained, as well as a new team of upcoming teacher leaders from the high school. As we prepared for schoolwide implementation, the new teacher leaders attended a planning meeting for the potential high school participants and took the lead role in summarizing Project CEO. The teacher

leaders confidently assumed the role of coaches, making a passionate plea to the high school teachers to embrace the Sheltered Instruction Observation Protocol to keep the continuity of student-centered learning and engagement. This small, rural district is a primary example of learning sustained by coaching that ultimately leads to the creation of teacher leaders.

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Connect the dots

Continued from p. 27

sustained unless we first draw attention to doing the ordinary well — solidifying times and places for getting important work done, and providing the necessary support and resources that allow schools to become vibrant places of learning for students and adults.

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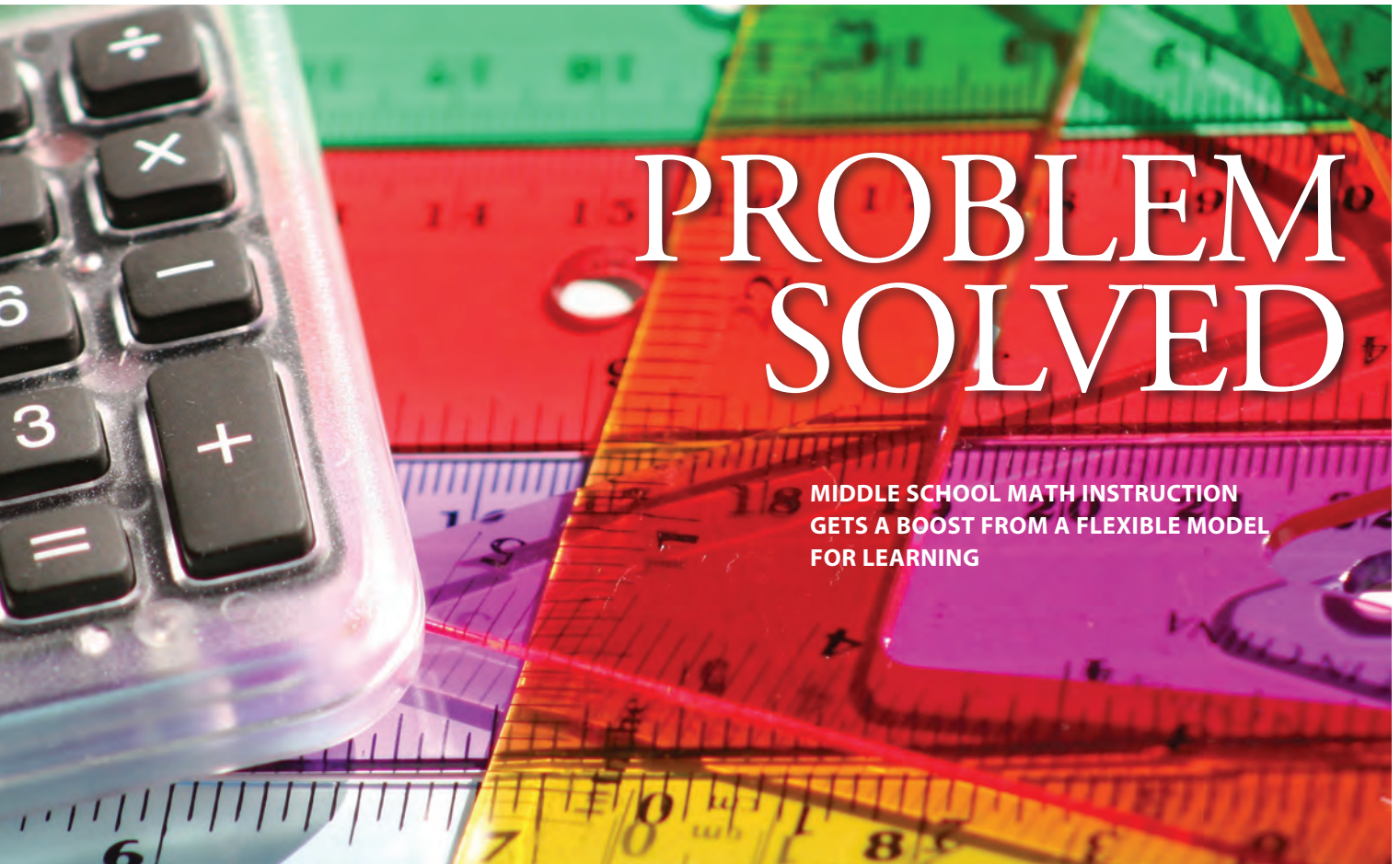
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PROBLEM SOLVED

MIDDLE SCHOOL MATH INSTRUCTION GETS A BOOST FROM A FLEXIBLE MODEL FOR LEARNING

By Jennifer Jacobs, Karen Koellner, and Joanie Funderburk

Education researchers frequently seek out districts, schools, and teachers as partners for professional learning projects. They share their ambitious vision — a new model of professional learning that will support an empowered community, instructional improvement, and student achievement. The researchers' unabashed enthusiasm is frequently met with uncertainty, skepticism, and discomfort.

"We've tried many types of professional development before. None of them really caught on," district administrators will lament. Principals will shake their heads and caution, "Our teachers already have their plates full. They don't have time to add one more thing to their schedules." Teachers will explain, in barely concealed frustration, "Every time we turn around, we are given something new to implement. Just when we start to get comfortable with one approach, that is gone and we have to start all over again."

These concerns are understandable and valid. In a quest to improve both teacher practice and student achievement, schools across the country are met with a dizzying array of ever-changing professional development options. However, few of these options are backed by statistically significant results. Although most schools are committed to providing opportunities for teacher learning, decisions about how to invest their limited resources are difficult to make.

Researchers, as well as school and district administrators, want teacher buy-in — a commitment from teachers to engage fully in their professional learning program. At the same time, teachers — along with principals, district coordinators, and other stakeholders — want to know that the professional development not only works, but is also more than a passing fad. Teachers want some assurance that the program will be of value and will not be taken away as quickly as it came.

Across stakeholders, there is agreement that any pro-

fessional development effort should be effective and sustainable. In many ways, these two critical elements go hand-in-hand. A professional learning model that has proven to be effective is more likely to be sustained. But in the burgeoning field of mathematics professional development, where few, if any, models have garnered sufficient empirical evidence to be touted as effective, how can researchers ensure a model will be sustained long enough to gather adequate data? Therein lay the crux of the challenge faced by the two first authors of this paper, as we sought to persuade the relevant parties — including the third author — to take up our professional development.

THE PROBLEM-SOLVING CYCLE

The two first authors, along with other members of their research team, designed and piloted a model of mathematics professional development called the problem-solving cycle (Koellner et al., 2007; Jacobs et al., 2007). At its core, the problem-solving cycle provides a focus and structure to school-based professional development, such as professional learning communities (DuFour & Eaker, 1998). The problem-solving cycle is closely aligned with Learning Forward's Standards for Professional Learning (Learning Forward, 2011) and shares the same tenets of professional learning. For example, the problem-solving cycle is designed to be implemented by teacher learning communities that promote collaboratively developed goals within a cycle of continuous improvement. By supporting classroom teachers to be workshop facilitators, the problem-solving cycle includes a structure for developing leadership capacity. A highly adaptable model, the problem-solving cycle requires relatively few additional resources, and workshops can be tailored to fit within allotted time frames according to individual school or district needs. The problem-solving cycle is intended to be an ongoing long-term model of professional learning. Here is how one district began implementing the problem-solving cycle, and how it became the professional learning model for all of the middle school mathematics departments across the district.

In the problem-solving cycle, teachers take part in a series of workshops, where they work on a designated mathematics problem, are videotaped teaching the problem, then watch and discuss video clips from their lessons together. As they move through multiple iterations of the problem-solving cycle (typically one iteration per semester), teachers engage in cycles of feedback and reflection that support long-term, continual growth.

This relatively simple design has strong initial appeal to teachers (Koellner, Jacobs, Borko, Roberts, & Schneider, 2011). They like the fact that the focus is on mathematics, classroom instruction, and student learning. Teachers report that they appreciate the opportunity to engage in conversations with their peers about specific issues related to teaching and learning, and they can see the direct impact on their practice and student learning. While some may be skeptical about the videotaping component or the requirement to teach a problem outside of their normal curriculum, those concerns tend to be short-lived.

PUTTING THE MODEL TO WORK

With funding from the National Science Foundation, we established a university-district partnership to explore the potential for the problem-solving cycle to be implemented in a scalable, sustainable, and effective manner. Beginning in fall 2008, researchers partnered with administrators in the Cherry Creek School District in Centennial, Colo., to implement the problem-solving cycle in the district's middle schools. A critical component of the project involved building capacity within the district for mathematics teachers to run the problem-solving cycle workshops at their schools.

Cherry Creek is a large, urban school district, with 50,000 students and 11 middle schools. At the outset, researchers were optimistic that the problem-solving cycle was a good fit with district needs and would be readily adopted. The researchers envisioned that the middle schools would see the problem-solving cycle as a valuable opportunity and eagerly sign up to take part. It quickly became evident that most schools resisted the best recruitment efforts of both the research team and district administrators. However, this predicament turned into a learning opportunity and helped to answer a central research question: What is the process through which initially skeptical schools might be persuaded to join a professional learning effort?

During the first year of the problem-solving cycle project, four of the district's 11 middle schools opted to

HOW THE PROBLEM-SOLVING CYCLE WORKS

- The problem-solving cycle starts with teachers working collaboratively on a math problem, and then using that problem in their classrooms.
- Everyone is videotaped and the group analyzes and discusses select clips.
- The learning design uses active engagement, where teachers' voices and classroom images are highlighted.

take part. Each participating school nominated one or two teacher leaders to learn to be facilitators. The teacher leaders met regularly with the research team, working in conjunction with the district mathematics coordinator, to learn the nuts and bolts of the problem-solving cycle. After meeting for a full semester, followed by a weeklong summer academy, the teacher leaders implemented the problem-solving cycle at three

Implementation has not been without snags and bumps, but, for the most part, teachers praise the facilitators, the focus on rich mathematics, the learning that occurs when one is videotaped, and the professional conversations around teaching and learning.

of the four schools. The following year, six schools elected to participate. And the year after that, all 11 schools signed up. As the district prepares to enter its fourth year using the problem-solving cycle, the research team has taken an intentional backseat. In year three, the district mathematics coordinator was largely responsible for oversight of the problem-solving cycle, with only minimal input and support from researchers.

What can account for the fact that the problem-solving cycle is the mathematics professional development of choice for most of the district's middle school mathematics teachers? Although we now have data to indicate that the problem-solving cycle had a significant impact on teachers' content knowledge, these data have only recently been analyzed and have not yet been widely seen by teachers, principals, or others in the

district (Koellner, Jacobs, & Borko, 2011). In other words, the scalability and sustainability of the problem-solving cycle occurred before the proven effectiveness of the model.

KEYS TO SUCCESS

We have several theories about what led to the adoption and continued implementation of the model by the schools and teachers throughout the district, including those who initially elected not to participate. First, the nature and design of the problem-solving cycle ensured a comfortable balance of structure and flexibility. The problem-solving cycle specifies that teachers work collaboratively to solve and then teach a rich, open-ended mathematics problem. The videotaping component provides another layer of structure. Teachers share the experience of teaching a common problem, and then watching short clips from their lessons together. A structure of support for facilitators enables them to share and learn from one another.

Underlying these structural elements is a great deal of flexibility, intentionally built into the problem-solving cycle. For example, teachers are encouraged to modify the problem and construct individual lesson plans to reflect their students' needs. Facilitators, with some input from teachers, determine which clips to view and through what lens to discuss them (i.e. launching the lesson, student's mathematical misconceptions, teacher questioning). This degree of flexibility was especially critical at

a site-based district such as Cherry Creek, affording each site the opportunity to adapt and take ownership of the problem-solving cycle as relevant.

Second, the problem-solving cycle took hold in Cherry Creek by enabling the district to build its internal leadership capacity, which was — and remains — a central district goal. Whereas many programs require an outside specialist, or perhaps a coach, to take over the facilitation role, the problem-solving cycle has the potential to be facilitated by a regular, full-time mathematics teacher. Our project provided support for these teacher leaders, on a gradually decreasing basis over three years. As noted, a number of new schools joined the project in the third year. Preliminary indications are that their workshops were successful and that they will continue to need only moderate district support to maintain their workshops in the future.

Finally, all of the middle schools in the district elected to take part in the problem-solving cycle by the third year due to positive word of mouth. At the end of the third year, the research team gathered evidence of statistically significant improvement on the participating teachers' mathematical knowledge for teaching (Koellner, Jacobs & Borko, 2011), but there is no other data-driven evidence of the model's effectiveness. The researchers are currently analyzing data towards this effort, including data from videotaped classroom instruction and standardized student achievement scores. However, teachers, principals, and other district personnel report that the problem-solving cycle is working well for them.

Implementation has not been without snags and bumps, but, for the most part, teachers praise the facilitators, the focus on rich mathematics, the learning that occurs when one is videotaped, and the professional conversations around teaching and learning. This kind of consistent, positive feedback, coupled with ongoing district support and resources, has propelled the program forward for the foreseeable future.

SHARED VISION

The researchers' vision of the problem-solving cycle is now largely shared throughout the district's middle schools. Cherry Creek's experience provides evidence that it is possible to sustain and scale a professional learning program with only emerging data on effectiveness. This finding is relevant to both researchers and practitioners in their quest to develop and implement models of professional learning that provide the most value to school districts. With adequate, albeit relatively minimal, support from district personnel, schools, and teachers, the research team found that the problem-solving cycle could get off the ground and then garner solid momentum over a three-year period, effectively transitioning from research project to district routine.

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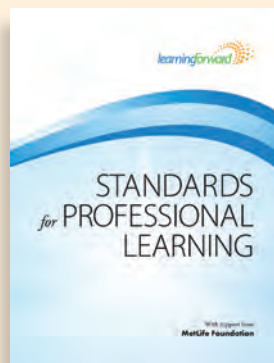
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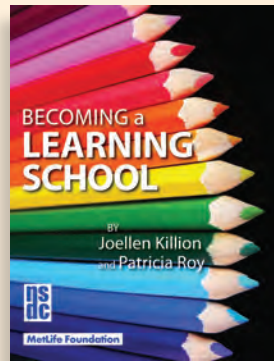
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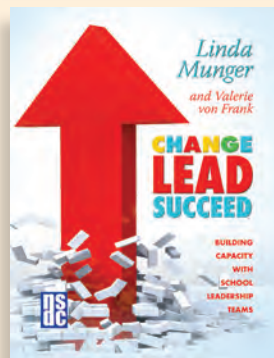
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DEEP LEARNING TAKES ROOT

A commitment to improve math instruction results in a multilayered learning community

By Mary Ann Jacobs


Teachers in School 9 (a pseudonym), a small elementary school in Passaic County, N.J., were shocked: Just 2.5% of students in the school were performing at grade level in math, making it the lowest-performing school in math in the nonpublic school district of 49 schools.

School 9's student population is 69% Hispanic and 31% black; 80% qualify for free or reduced lunch. English is a second language for 30% of students. The evidence showing how much students were struggling prompted teachers to develop a

three-level program of community learning that would enable students to succeed in math. After two years, test results showed that students were learning more, in more ways, more of the time — and so were the teachers.

THREE LEVELS OF COMMUNITY LEARNING

A consortium of 12 schools, including School 9, already had a professional development program in place. Principals, in conjunction with district leadership, designated five days during the school year in which teachers from all 12 schools in the consortium would participate. Because of the diverse needs of students in the consortium and within each school, the initial focus was on differentiated instruction in math.



To create a second level of community learning, each school designated grade-level representatives to be part of a consortium-wide professional learning community. Three representatives from each school met with teacher representatives from other schools in the consortium after school every other month.

To add a third level of community learning, each of the 12 schools created its own professional learning community within the school. The school professional learning community selected a representative for the consortium professional learning community. Each school made its own arrangements for its professional learning community meetings.

PROGRAM OF PROFESSIONAL DEVELOPMENT

The faculties of all 12 schools in the consortium committed to five professional learning days, held in October, January, May, and two days in June after students completed the school year. The first three days focused on differentiated math instruction and included reviews of classroom instruction, student learning in another urban setting using *The Kay Toliver Files* instructional videos, and an immersion in Marzano's research in *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001). Teachers and principals participated, and each session culminated in an assignment that required participants to implement the strategy in their math instruction and bring a student product to the next group session. During the two-day session in June, participants received guidance in creating yearlong mathematics plans to be used in the 12 consortium schools the following school year.

LEARNING AT THE CONSORTIUM LEVEL

After the October session on differentiated instruction, each of the 12 schools sent three representatives (for grades pre-K-2, 3-5, and 6-8) to the consortium-level professional learning community

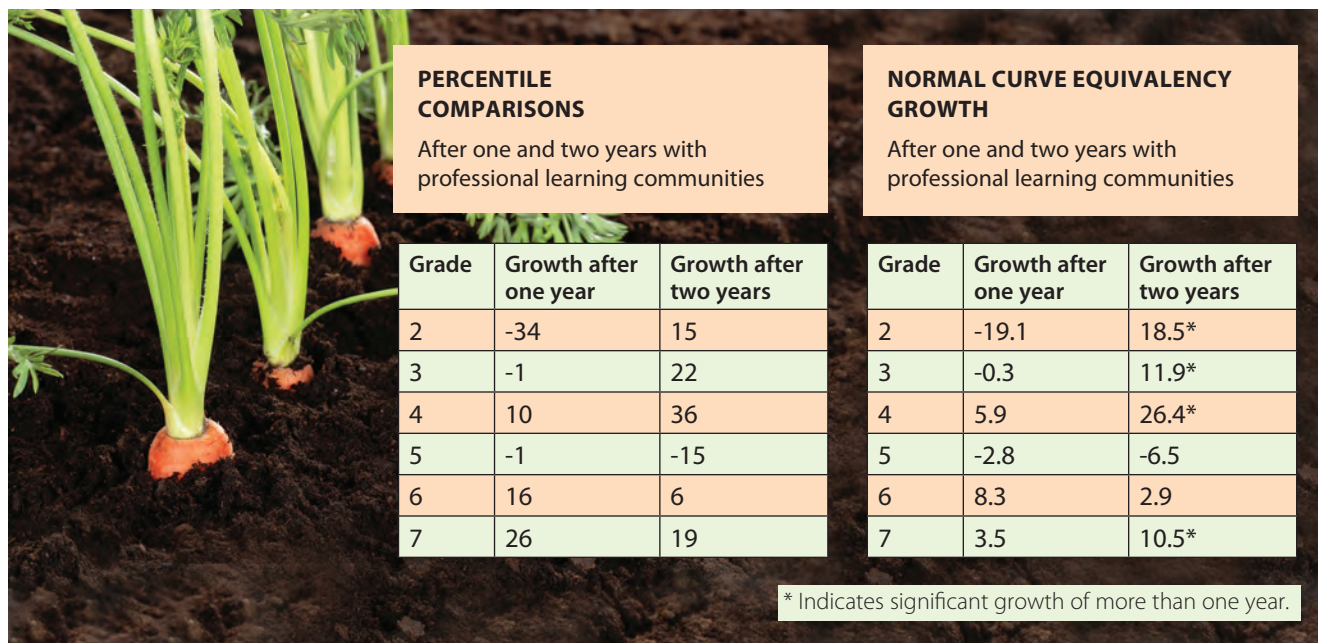
session in November, where the teacher representatives received training on how to assist teachers in forming professional learning communities in their schools. After this first session, the consortium-level professional learning communities met regularly to share progress on implementation of new strategies, share student work resulting from the strategies, raise concerns, and plan ways to more effectively implement new strategies.

LEARNING AT THE SCHOOL LEVEL

Professional development at the consortium level was the basis for discussion, implementation, and reflection at the school level. Each school-level professional learning community meeting was scheduled to take place after the consortium-level professional learning community meetings.

School 9 teachers and administration committed to applying the differentiated strategies within two to three weeks. By the time School 9 held its first school-level professional learning community meeting, teachers had already begun to implement the first research-based strategy of cooperative learning and had already run into roadblocks. Marzano, Pickering, and Pollock (2001) warned that organizing groups based on ability levels should be used sparingly. The wide range of student abilities challenged the teachers in using cooperative learning. Teachers had developed management strategies in their classes that grouped students homogeneously. A high percentage of students received remedial instruction outside the classroom. When these students left the classroom, the remaining students were awarded extra free time if they had not disrupted learning up to that point in the day. Teachers were concerned that if they changed this pattern, there would be more

Just 2.5% of students in the school were performing at grade level in math, making it the lowest-performing school in math in the nonpublic school district of 49 schools.



disruptions in whole-class instruction.

During the first consortium-level professional learning community meeting, this issue surfaced among teachers of students in grades 3-5. The teacher representative from School 9 returned to the school with a strategy: Teachers would use the times when many students were in remedial classes to prepare the remaining students for leadership roles in the next cooperative learning activity. This was the first common sharing of a learning challenge and proposed solution that went beyond the school level. School 9 teachers agreed to try the plan and found some measures of success within two months. Students were learning through cooperative groups, and teachers discovered the benefit of sharing professionally with other teachers

beyond the school level.

FIRST-YEAR PROGRAM

The three levels of learning in community continued throughout the first year of the program. The full-day professional development focused on the research-based strategies of identifying similarities and differences and homework and practice (Marzano, Pickering, & Pollock, 2001). The implementation stage for each new strategy immediately followed the professional development, and the use of previously learned strategies continued. Representatives at the consortium-level professional learning community meetings began each session by sharing student work that demonstrated the newest research

strategy learned at the previous professional development day. The representatives were now holding monthly meetings at their schools, where teachers shared their students' learning. During these school-level meetings, teachers generated lists of ideas that were working and issues that were concerns. The consortium professional learning community representatives took those ideas and concerns to the consortium-level meetings, where more discussion and collaboration took place. In June, teachers at the school level were examining the math scores from the TerraNova achievement tests that students had taken in March.

FIRST-YEAR RESULTS

When the achievement test results arrived, School 9 teachers were both eager and anxious to see if their individual and collective efforts made a quantifiable difference for students.

Teachers reviewed percentile and normal curve equivalency scores. Teachers were more familiar with percentile scores, so comparison charts were created for the previous school year and the first year of the professional learning community. The percentile score of the previous year was subtracted from the same group of students in the current year to determine the percentile growth of each grade level. The result: About half the school showed growth, while the other half did not. (See chart above.)

Because percentiles don't indicate growth from one year to the next, teachers at the school also compared the normal curve equivalency score from the previous year and current year. One year's growth is determined by a -7 to a +7 in subtracting the current year's score from the previous year's score. Based on those comparisons, teachers could see that all grade levels except 2nd grade demonstrated at least a year's growth. These scores were more encouraging. (See chart above.)

The implementation stage for each new strategy immediately followed the professional development, and the use of previously learned strategies continued.

SECOND-YEAR PLAN

As School 9's teachers gathered for the two-day planning session in June, they were encouraged by the results they observed in the test scores. School 9 teachers worked with grade-level colleagues from other schools in the consortium to design a yearlong plan for mathematics that would be implemented the following year. Teachers also created quarterly plans, deciding which topics would be addressed in each quarter. Many teachers exchanged email addresses to continue the work through the summer months.

As the new school year began, math curriculum plans were in place. The October professional development session focused on summarizing, the January session on note taking, and the May session on nonlinguistic representations (Marzano, Pickering, & Pollock, 2001). Consortium-level professional learning community meetings were held in the remaining months, and school-level professional learning community meetings were held monthly. Teachers shared, analyzed, and planned student learning based on the implementation of the research strategies learned. The practice of learning in communities was established as a routine at the school and consortium level.

SECOND-YEAR RESULTS

When the second-year achievement test scores arrived, teachers again plotted scores for comparisons of percentile growth. This year, each grade level except 5th grade showed positive growth. (See chart on p. 38.) The other teachers encouraged the newly hired 5th-grade teacher to continue with

the professional learning community another year.

The normal curve equivalency scores showed that every class — including 5th grade — had at least one year's growth. Four of the six grade levels demonstrated more than a year's growth, since the growth scale for one year was -7 to a +7. (See chart on p. 38.) School 9 demonstrated the greatest growth among all the schools in the consortium and in the district.

MORE LEARNING FOR MORE TEACHERS

This journey in learning began with teachers in one school who recognized that they needed to focus on math instruction that would enable students to succeed. Their commitment led to the creation of a professional development program that incorporated three levels of community learning throughout the 12 schools in the consortium. The result is increased learning for both teachers and students.

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Problem solved

Continued from p. 34
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A UNITED COMMITMENT *to* CHANGE

DISTRICTS AND UNIONS COLLABORATE TO IMPLEMENT SCHOOL IMPROVEMENT PLANS

By Ellen Holmes and Staci Maiers

In 2009, Secretary of Education Arne Duncan announced \$3.5 billion in Title I funding under Section 1003(g) of the Elementary and Secondary Education Act of 1965, also referred to as the No Child Left Behind Act of 2001 (U.S. Department of Education, 2009). Following the Department of Education’s announcement, 831 of the nation’s “persistently lowest-achieving schools” received federal funding during the 2010-11 school year to embark on significant change in the form of a School Improvement Grant (U.S. Department of Education, 2010).

The Department of Education was not interested in slow, incremental change. Rather, the goal was for immediate change. The expectation was that each federally funded school would take no more than three years to show dramatic positive gains in student achievement. The Department of Education offered four models of school

improvement:

- **Turnaround:** Replace the principal; rehire no more than 50% of the staff; and grant the principal sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other higher-achieving schools in the local educational agencies.
- **Transformation:** Replace the principal and take steps to increase teacher and school leader effectiveness; institute comprehensive instructional reforms; increase learning time and create community-oriented schools; and provide operational flexibility and sustained support (U.S. Department of Education, 2009).

In nearly every case, the school came under new leadership, and, in some instances, a large number of the staff was replaced. Under all four models, schools were quickly thrust into complex school-based change and required to demonstrate results at the end of three years of federal funding.

The Department of Education's objective for fast results, however, often counters the findings of leading research in education. Findings from education researchers have shown that "discovering what works does not solve the problem of program effectiveness" and "a poorly implemented program can lead to failure as easily as a poorly designed one" (Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004).

The nation has an extensive track record with comprehensive school reform. There are more than 8,000 elementary and secondary schools adopting some form of a comprehensive school reform model, and results are pending. A major shortcoming of nearly all of these studies, however, is that they fail to account for the extent to which schools have actually implemented their chosen model (Vernez, Karam, Mariano, & DeMartini, 2006). Thus, the question: What ingredients are needed for comprehensive school-based reform that is both positive and sustainable?

INGREDIENTS OF SUSTAINABLE CHANGE

Sustainable change requires reform to be implemented over time and managed strategically to evaluate the strengths and weaknesses of a given comprehensive school improvement plan. Despite differences of ideology, there is a common desire to achieve real change without relying on unproven solutions. The balance exists, but to achieve successful school reform, the plan must engage the people closest to it — teachers, educators, and others who work with children in schools. And often the best way to reach and engage this population is through the associations that represent them at the local, state, and national levels.

According to the National Implementation Research Network, a group dedicated to the advancement of the science and practice of implementation, "Organizational change, system transformation to help solve social problems, educational researchers, policymakers, and leaders have consistently failed to acknowledge and communicate the importance of the implementation stage in the school improvement process" (Fixsen & Blase, 2009). Indeed, given the emphasis on planning — and the relative silence about implementation — in many of the resources meant to help with school improvement, school leaders easily can come away with the impression that if a team gets the plan right, successful implementation of that plan must surely follow. The implementation stage is the most difficult of all, and it is the stage where the majority of serious improvement efforts fail.

As administrators and teachers have discovered, imple-

ABOUT NEA'S PRIORITY SCHOOLS CAMPAIGN

The National Education Association (NEA), the nation's largest teachers union representing more than 3 million members, has created a school-based, operational framework for its Priority Schools Campaign that focuses the organization's support in three areas:

1. Support and advocacy for priority schools as they implement School Improvement Grants, including professional development, school visits, and local advocacy on behalf of the schools.
2. Organizational capacity building to improve leadership skills of teachers and school leaders and increase collaboration among the superintendent, the district, and the leadership of the local union.
3. Engagement and outreach to better involve the community and successfully communicate the successes of each school as it undergoes turnaround.

NEA is working directly with 39 schools that are implementing School Improvement Grants in 17 states, providing intensive technical assistance to schools and districts as well as providing other resources to support the success of school turnarounds. Each of NEA's priority schools has a two-year plan for improvement that was co-created with local and state union affiliates, the district, and NEA. The union also provides strategic and on-the-ground support at no cost on matters such as educator practice and professional development, family and community engagement, communications support, and collective bargaining (U.S. Department of Education, 2011).

Those leaders who were successful in the implementation of a reform plan periodically checked to see if the staff's beliefs about the change were consistent with the plan. In addition to focusing on programs, services, consultants, and other necessary components of changes, they consistently were paying attention to the human aspects of systems change, beliefs, culture, collaboration, and behaviors. It is the human element that plays the most variable factor in the implementation of a plan, yet paradoxically is the element most often left out of the equation.



menting an improvement plan comes down to changing a complex organization in fundamental ways that address both the internal and external obstacles to implementation (Fixsen & Blase, 2009). These obstacles are most difficult to address because they are often tied up on cultural norms and beliefs in addition to human interests within and around the system. Work must be done at all levels in a school system to overcome implementation obstacles:

1. Prepare all school leaders for the difficulties of organizational change by helping them understand and anticipate the internal obstacles — technical, cultural, and political — that can arise, and give them tools and strategies to monitor change.
2. Address the external obstacles by transforming the relationship between districts and schools through ensuring adequate school support at the central office level

and adequate control over budgets and personnel at the school level, and by enacting policies that give principals more time to focus on leading change and improving classroom instruction (Fixsen & Blase, 2009).

Despite the difficulties, there are examples of schools making early success happen. Two schools that have implemented the transformation and turnaround models under the Department of Education's School Improvement Grant program have shown leading indicators of change: Evans School (formerly Howard Roosa Elementary School) in Evansville, Ind., and Quil Ceda and Tulalip Elementary School in Marysville, Wash.

EVANS SCHOOL EVANSVILLE, IND.

Evans School serves preschool through 6th grades with two self-contained emotional disability classrooms for district students. During the 2010-11 academic year, the district was awarded \$1.99 million (Indiana Department of Education, 2011) in School Improvement Grant funding to implement the transformation model in three schools, including Evans School. That same year, 98% of the student population qualified for free or reduced lunch. Under the transformation model, the building administration changed. The school building was closed, and the staff and student population of the school was moved to a different building within the district.

Realizing that implementation of the sweeping changes called for in the School Improvement Grant application requires changes to the current collective bargaining agreement, Evansville Vanderburgh School Corporation and the Evansville Teachers Association jointly developed a plan called Equity Schools, focusing on two elementary schools and a middle school where scores on the state test were low and falling. The plan included increased professional development designed jointly by teachers and the district, and compensated longer school days and a longer year.

The district and union bargained the changes, including a requirement that, beginning in the 2010-11 school year, teachers wanting to work in the three schools were required to pass through a rigorous Equity Academy program designed by the district and the union. More teachers applied than there were positions available. This process has allowed the school staff to make site-based decisions resulting in lengthening the school calendar by 15 days for students and 20 days for staff. Additionally, teachers at Evans voted to implement the TAP System for Teacher and Student Advancement. This process also has allowed for the addition of student health and leadership components at Evans.

The implementation of professional learning communities and job-embedded professional development provided a structure allowing teachers and leaders in the building to make decisions collaboratively about changes necessary for increasing student achievement. During daily learning community time,

teachers used curriculum maps and common assessments they had created based upon Indiana standards and the needs of the students at Evans as well as other types of formative and summative data. In addition, administration and academic coaches were available to provide support to professional learning communities during the school day in the classroom. With support and training by the district, the school also began to use a data analysis process, where teachers studied assessment data to make instructional decisions.

Evans principal Brynn Kardash reported, "Throughout these changes, there has been a great deal of emotional impact on people in the building. It has been important to continually cultivate teacher support for the program changes we are making as well as continually focus on the vision of meeting the needs of all our students." High levels of professional support from the leadership of the building and the district have been crucial in building momentum for change, she noted. The administration recognized the importance of developing a positive attitude about the work being done and to celebrate successes as they come — a change from past precedence.

The students and staff at Evans School are beginning to see and own that success. The school corporation has seen significant increases over the past three years in its Indiana Statewide Testing for Educational Progress-Plus (ISTEP) data, which is the state standardized test used to determine Adequate Yearly Progress. Districtwide, all grade levels showed an increase in students passing ISTEP core curriculum, with one exception of a drop of 1% at the 7th-grade level in English language arts. Substantial gains continued at Evans School in the past year under School Improvement Grant implementation. Math scores climbed 7% in 3rd grade, 4% in 4th grade, and 3% in 5th grade. English language arts scores jumped even higher, with 3rd and 4th graders each rising 7% and 4th graders increasing their scores by 10% (Jackson & DeWitt, 2011). Students are entering the next grade level better prepared than those the year before them.

Teachers and leaders at Evans School believe in the changes. They believe that job-embedded professional development, additional support personnel, master and mentor teachers, and continued collaborative decision making will help them continue to improve their craft, and as a result, continue to increase student achievement.

QUIL CEDA AND TULALIP ELEMENTARY SCHOOL MARYSVILLE, WASH.

Quil Ceda and Tulalip Elementary School are two schools that reside together on one campus on the Tulalip Reservation in Washington state. Together, the schools serve just over 500 students, and 65% are Native American, with a somewhat higher free and reduced lunch rate. Fighting a perception that schools have not historically served Native American students well, the schools' co-principals Kristin DeWitte and Anthony Craig, a Yakama native who is a member of the Tulalip Tribal

Community, are working to interrupt this history of academic failure. Through careful planning between the district and local union, the Marysville Education Association, both schools applied for the first and second cohorts of the federal School Improvement Grant program.

Tulalip Elementary, which was awarded nearly \$1.8 million in School Improvement Grant funding in the first cohort, originally chose the transformation model, but ultimately executed the turnaround model. After joining the Tulalip campus, Quil Ceda applied for the second-round cohort under the transformation model, adding \$1 million more in federal funding over three years. The School Improvement Grant funds were used to form a culture of collaboration that focuses on honoring student culture, developing data literacy through professional learning community structures, and implementing a Response to Intervention framework. The School Improvement Grant plan capitalizes on the premise that with good data, job-embedded professional development, and adequate time, educators can leverage their experience and expertise to target instruction and resources resulting in strong student achievement. The shared leadership of the district and union plays a key role by articulating a clear vision, expressing a sense of urgency, maintaining momentum, influencing practice, and driving for results.

The first major change was for staff from both schools to learn how to operate as one and come to agreement concerning the best way to serve Native American learners. DeWitte and Craig led the staff in developing and refining the objectives and implementation of the schools' mission. As part of this process, a percentage of teachers opted to transfer to other schools in the Marysville Public School District, which was supported through collaborative efforts between district and union leadership.

"It was clear that, in order to accelerate the progress of our students, we would be working differently, and not everyone was ready for that. Leadership and staff needed to be of one vision, and that is about getting struggling students to benchmark. Our schools did not have a history of serving our Native students and families well, and we wanted that to be our first order of business," said DeWitte. "Staff here needs to be focused on a process of inquiry that allows them to collaboratively discover what works best for our students."

The premise for all learning at Quil Ceda and Tulalip, both student and staff, is based on the work of Margery Ginsberg and Carol Dweck. "It is essential that teachers, coaches, and administrators start their problem-solving process by focusing on student strengths. When educators begin with what students can do, they can find an entry point," Craig said. "When we begin with what students can't do, we often turn to external reasons to justify why students aren't learning. We are breaking that cycle of blame and excuse."

Staff found they were motivated to change when their work was rooted in the relationships and relevance that collaborative teams provide. Much of this change toward a culture of collabo-

SEE THE VIDEO

Watch the Quil Ceda and Tulalip Elementary School's data team in action: www.youtube.com/watch?v=SU-1nVgludA.

ration came through the systematic use of instructional coaches supplemented by outside training sponsored by the union on effective collaboration and data use.

Data literacy is built around Doug Reeves' data team work. Grade-level teams meet three times a week to review student work and data. These meetings may be informed by instructional coaches or outside professional development. Collaboration and a mindset of growth are evident for both teachers and students.

With the development of data teams, the job-embedded professional development through increased coaching support, and time and training on collaborating for continuous improvement, the student achievement picture painted by midyear intervention data shows movement in all the right directions. In 2009, 39% of kindergarten students and 7% of 1st graders met benchmark using DIBELS (Dynamic Indicators of Basic Early Literacy Skills), with 22% of kindergarten students and 57% of 1st graders at the "intensive" level. In 2012, 70% of kindergarten students and 47% of 1st graders met benchmark, with only 6% of kindergarten students and 23% of 1st graders at the "intensive" level. Measured by the Northwest Education Assessment MAP (Measures of Academic Progress) tool, 58% of 3rd graders showed "better than expected gains" in reading. Fourth graders increased 50%, and 5th graders 53%.

IMPLEMENTATION ACHIEVED

Schools showing early signs of success from the first year of implementation of a comprehensive school reform plan share several factors in common: collaboration, data, increased skills, increased expectations, changes in beliefs and dispositions, development of meaningful partnership and wraparound services, and increased parent engagement. The early successes of these collaborative efforts also indicate that union-led and union-championed transformation is real and replicable. The current education reform climate seems to focus on a misguided narrative of unions as obstructionists and teachers as villains. In reality, however, teachers, education support professionals, and their unions are leading the transformation of public education with innovative and collaborative efforts that are resulting in positive and sustainable change.

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Implementation: The missing link between research and practice.
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STRATEGIES CLICK *into* PLACE

ONLINE RESOURCES TRANSLATE RESEARCH TO PRACTICE

By Yael Kidron

Teachers might feel they take a risk every time they are asked to try out a new practice recommended by an expert or a researcher. It takes a lot of time and effort to learn a new strategy, prepare for class, and spend class time on implementation. While it might be reassuring to know that the practice has been researched and shown to help improve student learning, research seldom provides enough information to help teachers replicate the practice (Cochran-Smith & Zeichner, 2005). Researchers sift through the details to identify key principles (McIntyre, 2005), leaving teachers to figure out how to adapt practices in their classrooms (Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Teachers who don't understand why a certain practice might work better than the one they already know could be reluctant to put it into everyday practice (Gersten, Chard, & Baker, 2000).

Providing professional development to teachers is key to using research-based practices when it provides the rationale for those practices and examples of implementation. With today's budget cuts, however, professional development resources are not always available locally or may be too expensive for schools and districts to develop on their own (Lock, 2006). Many districts

are unable to provide schools with the number of professional development days they need.

Asynchronous online learning, which is done at the time and location convenient to the learner without depending on group teaching schedules, empowers busy educators to learn research-based practices appropriate to their goals and level of expertise. Such resources build on the assumption that teachers who take responsibility for their professional growth are more likely to make the connection to their classroom practice (Brown & Edelson, 2003). Many institutions of higher education and professional development providers

have increased their online learning offerings as part of teacher preparation programs (Allen & Seaman, 2007) and teacher professional development (Masters, de Kramer, O'Dwyer, Dash, & Russell, 2010).

However, the format of the professional development makes a difference in how effectively teachers are able to implement research-based practices. A recent study of public school teachers in the Chicago area reported that teachers avoid research summaries if they are dry, overly wordy, or jargon-filled. Formats that help teachers learn include concise lists of research findings, practical examples, and audiovisual components (Miller, Drill, & Behrstock, 2010). A second study

<http://dww.ed.gov>

included interviews and surveys of teachers enrolled in a course on classroom management in a Chicago suburb, and findings were similar: Teachers prefer examples of real classroom situations that highlight implementation actions associated with research (Drill, Miller, & Behrstock-Sherratt, 2012). These principles of good presentation are embodied in the Doing What Works website (<http://dww.ed.gov>).

DOING WHAT WORKS INITIATIVE

The Doing What Works Initiative promotes the use of evidence-based practices to improve teacher practice and support school and district implementation. Doing What Works provides an array of resources educators need for school improvement. Doing What Works was created as a resource for professional development and technical assistance providers as well as teachers, coaches, counselors, and administrators looking for professional development materials. The website content is organized by topic (e.g. pre-school language and literacy, adolescent literacy, fractions, critical foundations for algebra, and others), and within each topic, resources are featured under each research-based practice.

The Doing What Works website is intended to be a practical companion to high-quality syntheses of research, such as the one produced by the What Works Clearinghouse. Doing What Works is led by the U.S. Department of Education’s Office of Planning, Evaluation & Policy Development, which relies on the Institute of Education Sciences to evaluate and recommend practices supported by rigorous research.

The website is organized around a three-step cycle of learning, seeing, and doing (see table above). The first step of the cycle is “Learn What Works,” where teachers can learn the key concepts of a practice, its rationale, and the nature of research studies supporting it. This section appears for every practice and includes an expert interview, a multimedia overview, and links to related websites.

The next step, “See How It Works,” shows how others have implemented the practice. For this section, Doing What Works features schools and districts around the nation that have used the research-based practices and consequently improved the outcomes of diverse student populations. Media clips depict classroom observations and interviews about decision-making processes, and sample materials from schools and districts can be downloaded.




The third step, “Do What Works,” supports plans for

inservice, coaching, and implementation of organizational and instructional practices. Planning templates for state departments of education, district offices, and schools detail the factors that affect successful implementation. This section also provides tools for planning workshops about research-based practices and developing an implementation plan that is specific to the research-based practice. A section called “Ideas for Action” demonstrates which media and documents can be used to address common questions raised by administrators and educators.

LESSONS LEARNED FROM IMPLEMENTATION

In 2010, the Doing What Works Initiative invited state departments of education, school districts, and nonprofit organizations to submit proposals for the use of Doing What Works materials. More than 90 applicants submitted ideas and, of those, 26 were selected, including institutions of higher education, school districts, national associations,

THREE-STEP CYCLE OF THE DOING WHAT WORKS WEBSITE

	<p>Learn what works</p>	<ul style="list-style-type: none"> • Research base and key concepts • Expert interviews
	<p>See how it works</p>	<ul style="list-style-type: none"> • School site videos and slideshows • Interviews and sample materials from schools
	<p>Do what works</p>	<ul style="list-style-type: none"> • Ideas for action • Tools and templates to implement practices

and nonprofit organizations that provide professional development to school districts. These projects, which piloted the use of the Doing What Works online resources over a six-month period, ranged from large-scale dissemination at the national, state, or regional level to individualized support of coaches, teachers, and preservice teachers. Large-scale projects typically drew on multiple topics to create systemic initiatives, such as Internet-based professional development and training materials to support the work of a network of mentors. Clusters of districts or schools, at times working with an external partner or intermediary, built on the expertise of their partners that identified Doing What Works resources for them and used those resources to deliver professional development and technical assistance. Faculty members at several universities integrated these resources into teacher preparation programs by revising course syllabi and creating guidance for observing preservice teachers in the classroom.

From these experiences, we learned about the impor-

tance of accessible, high-quality online resources for educators. As one example, the George Washington University Center for Equity and Excellence in Education worked with Accomack County Public Schools in Virginia to provide technical assistance and professional development using Doing What Works resources. Activities started with an overview of Doing What Works resources and focused on six professional development sessions. Between sessions, learning community members incorporated the newly learned research-based practices into their teaching, then met to discuss their experiences. At the end of the sessions, they shared their learning with staff at their schools. Evaluation findings showed a substantial increase in participants' knowledge of research-based practices (Acosta, 2011). The implementing team noted that the project's success depended on practitioner-friendly presentations that helped teachers learn principles and strategies during formal professional development and see strategies modeled through examples, visual support, and learning by doing.

The project team provided opportunities to practice, reflect, and receive feedback from peers and expert coaches. During those sessions and as they applied their knowledge in school, teachers received support and encouragement from peers as well as school and district leaders.

In a project overseen by the New York City Department of Education, eight middle schools dedicated one inquiry team per school to pilot the integration of Doing What Works resources into their inquiry process. They looked at the online resources as a framework for determining what was research-based and instructionally sound. Using this framework, team members scrutinized and vetted resources on their own. Teams met biweekly to discuss their experiences in learning about research-based practices and weaving these practices into their instruction. In some cases, inquiry team members followed implementation examples from schools featured on the Doing What Works website, and in other cases, they used the website as a launchpad for more comprehensive exploration of other websites or literature to identify resources (e.g. lesson plans and worksheets) for implementing the research-based practices.

A third example is Project Now, a collaboration between the Northern Kentucky Cooperative for Educational Services, a regional collaborative of 18 school districts in northern Kentucky, the Regional Educational Laboratory Appalachia, Northern Kentucky Cooperative for Educational Services Professional Development Consortium, and the mathematics department at the Northern Kentucky University College of Education and Human Services as well as coaches and teachers from seven urban, rural, and suburban districts. Project Now incorporated Doing What Works resources on Response to Intervention in elementary-middle math into existing regional, district, and school professional learning to help instructional coaches increase their knowledge and use of recommended practices. Activities included a summit to introduce Doing What Works

materials to math coaches and instructional leaders, meeting with coaches twice monthly on issues regarding implementation of Response to Intervention math, and ongoing interactions between coaches and teachers.

TRANSITION TO COMMON CORE

States transitioning to the Common Core State Standards may have a greater need for professional development. While the standards define the knowledge and skills that students should have, they do not tell teachers how to teach. The standards encourage districts and schools to develop or identify materials aligned to the standards. Based on this, some of the project teams saw the relevance of online, research-based resources. The Mid-Iowa School Improvement Consortium, a membership-based organization of more than 150 rural Iowa school districts, assigned math and literacy teams to identify and screen resources and create a database that describes resources most useful to member schools. The database was designed with links to the Doing What Works website and integrated into the consortium's online curriculum-mapping software.

AN EFFECTIVE SOLUTION

Instructional reforms can overwhelm teachers if they are asked to align instruction with new standards or draw on disciplinary knowledge they may not have (Ross, McDougall, & Hogaboam-Gray, 2002). Our experience shows that there is high interest in equipping coaches, mentors, and teacher leaders with online, research-based resources to prepare them to be effective instructional leaders and to help teachers find and implement research-based practices. Earlier research found similar results. A study of teachers' use of the National Science Digital Library funded by the National Science Foundation found that providing teachers with two workshops about using online resources resulted in greater knowledge, more favorable attitudes toward online resources, and greater use of these resources (Recker et al., 2007).

Workshops and other forms of professional development around online resources can provide support to ensure effective use. Types of support include modeling practices and feedback on teachers' use of the practices in their classrooms. Support may also include screening resources for relevance and appropriateness to educators with varying levels of knowledge and experience and identifying or developing additional tools that enable context-specific, culturally sensitive adaptation of a research-based practice. Such supports can make using online resources a less demanding and time-consuming task. Direct access to relevant and high-quality materials that demonstrate why experts recommend a specific practice and how other teachers implemented the practice may increase willingness of teachers to try out new, research-based practices in their classrooms.

The work of innovation at school only starts with the adaptation of research-based practices. Research shows that ongoing

support that enhances learning outcomes is crucial for setting realistic goals, implementing research-based practices with fidelity, and assessing resulting changes in student outcomes (Drill, Miller, & Behrstock-Sherratt, 2012). The Doing What Works Initiative supports implementation of research-based practices by providing resources educators need for school improvement.

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A united commitment to change

Continued from p. 43

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Reflective feedback protocol

Reflective feedback is a protocol used to assist a teacher in reflecting on his or her lesson. A coach chooses observing and giving feedback when teachers have implemented new practices within their own classrooms independently and are ready to receive feedback. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. It also supports a teacher in becoming a reflective practitioner who regularly examines his or her own practice.



Teacher _____ Coach _____

Conference date _____

Tell me about the highlights of your lesson.

How was this lesson different than what you planned? What do you think accounted for those differences?

What evidence from the lesson tells you if your students achieved the lesson's goals?

Teachers make many decisions as they teach. What decisions did you find yourself making during this lesson? Tell me about some of them and share your decision-making process. How did you arrive at those decisions?

What did you learn that you will apply to a future lesson?

Source: Killion, J. & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: NSDC.



A willingness to speak the truth serves as a call to action and an important first step

The Segway is an amazing invention. Lean slightly to the right or left and it moves in that direction. Hesitate and it stops, quivering beneath the rider like a horse anticipating the nudge of a knee. Our conversations are equally responsive to subtle signals, particularly from the person who calls a meeting. How much truth shall we tell today? A little bit, just enough to make us nervous? None at all, to keep us temporarily safe, while our fate unfolds before us? Or, like Deb Ganderton, will you give permission to lean forward and navigate quickly, as best you can, toward the heart of the matter?

— Susan Scott

By Deb Ganderton

Shortly after coming to Rose Elementary School, our site leadership team had a retreat. We assembled off-campus in La Jolla, Calif., the socioeconomic antithesis of our school community, to ride Segway personal scooters. As a school in the midst of a professional learning initiative, we needed to get from the proverbial point A to point B, but in an expeditious and innovative manner. The Segway ride was analogous to this journey. We needed to move, we needed to move fast, and we needed to move forward in an innovative and expeditious manner.

At the conclusion of our two-hour tour, we assembled in a rustic hut near a cliff. We had read the first two chapters of *Fierce Conversations* and were prepared to discuss our perceptions. Our team reviewed some

of the initial offerings at the beginning of the book — the corporate nod, beach ball reality — yet it felt as if we were offering an academic overview of what we’d read — recounting text, but not revealing what had resonated or might be relevant to our school. I asked, “What are we pretending not to know?” There was silence. Then one team member said, “We’re pretending ... that we have nothing to do with our students’ test scores.” It was a ground truth and the genesis of much to follow.

I choose to introduce *Fierce Conversations* to my leadership team because I knew that if we could not have real and relevant conversations, nothing else would matter. We would stay stuck in “nice” and be rendered incapable of tackling what was necessary. We needed to learn to have real and relevant conversations. But where should we begin?

It could be said that there is a

personality profile for those of us who pursue a career in a helping profession. We are generally genial, accommodating, inclusive, and, all too often, conflict-averse. Noble characteristics, surely, but not necessarily conducive to the kinds of conversations we now knew we needed to have. We had to discuss the undiscussables, and there was a palpable anxiety and apprehension at the prospect of this undertaking. Our conversation continued at more than one meeting. There were additional



In each issue of *JSD*, Susan Scott (susan@fierceinc.com) explores aspects of communication that encourage meaningful collaboration. Scott, author of *Fierce Conversations: Achieving Success At Work & In Life, One Conversation at a Time* (Penguin, 2002) and *Fierce Leadership: A Bold Alternative to the Worst “Best” Practices of Business Today* (Broadway Business, 2009), leads Fierce Inc. (www.fierceinc.com), which helps companies around the world transform the conversations that are central to their success. Fierce in the Schools carries this work into schools and higher education.

Columns are available at www.learningforward.org. © Copyright, Fierce Inc., 2012.

questions, more requests for clarity, and some discussion of next steps. Our team appeared to be simultaneously poised on the cusp of a commitment and paralyzed. I was perplexed.

WAITING FOR PERMISSION

At some subconscious level, this push-pull dynamic was familiar to me, but it took a few minutes for me to recall when I'd last experienced it. I soon recognized it was analogous to my experience as a classroom teacher in the 1980s. We were moving from a traditional didactic delivery of instruction to a model that provided opportunities for cooperative learning. As a teacher, I'd articulated the tenets of cooperative learning, reviewed the roles of responsibilities of each team member, and outlined expectations for the outcome. My students' excitement was obvious. They appeared eager to embrace this new construct, and yet, once seated with their cooperative partners, they were immobilized as if confronted by an invisible wall between them and the task at hand. I asked them what they were waiting for, and the reply was startling. "Permission." Permission to behave in a way they had never behaved in order to attain an outcome that had previously eluded them. The connection could not have been clearer.

At some level, our staff equated respect for the site-level administrator as synonymous with silence. As principal, I needed to tell my teacher leaders, in clear and incontrovertible language, that it was not only OK to embark on these kinds of conversations, it was an expectation and imperative we do so if we were to effect change. This clarification paved the way. We were ready for our next step.

One of the first practices we committed to put into place was replacing the word "but" with "and." Each is a one-syllable, three-letter word, but they bring two very different truths to the table. As Susan Scott explains,

"but" presents competing realities and the unarticulated expectation that one option will be eliminated. I win, you lose. "And" allows us to avoid blame and opens the door to exploration and an opportunity for a completely different outcome. This seemingly small transition gave us traction for our next steps.

There was some significant trepidation surrounding those first forays into a fierce conversation. Being nice was what tethered us, one to the other, and there was little desire to risk the relationship. The primary concern our team members articulated was wrapped around fear — fear the relationship would not survive a confrontation and all that entailed. We came to recognize, though, that if we continued to choose to perpetuate this pattern of avoidance, we were, in essence, saying, "Your feelings as an adult are more important than the needs of these students." This epiphany was a call to action.

We were willing, but not yet able. How do you make that happen? Fierce provided some common core strategies, which we used to create capacity, first with our leadership team and later with the staff at large.

Our leadership team started from a place of purpose. Although an anticipated outcome in virtually any interaction can be ambiguous, an intention is not. You are well-meaning or you're not. You approach a problem for a greater good or in an effort to establish your dominance. We opt for the former every time, and it has empowered us to walk toward a situation with greater clarity and purpose.

The mineral rights protocol creates a construct for tackling tough issues. Two powerful steps in the process are identifying the current impact and determining future implications. To my surprise, I found I often interpreted situations in a different light when I pushed past my focus on the here and now and considered the future

ramifications if I'd opted for inaction.

The decision tree protocol cultivates autonomy and ownership and frees the site-level administrator from being the sole source of action.

There are a series of questions in the one-to-one protocols that cause my greatest personal and professional growth. As an administrator, I have to guard against my inclination to default to principal-as-problem-solver. It requires enormous internal fortitude for me to use questions only and is doubly difficult for me to refrain from declarative statements. It's in my nature to proclaim! When I choose one or two questions to frame a discussion, it creates a space for me to listen. When I listen, I learn.

REAL AND RELEVANT CONVERSATIONS

As the instructional leader of Rose Elementary, I am the recipient of many gifts. One thing I hold most dear is the receptive nature of my colleagues. This is a staff that is easy to love. They are hard-working, open to change, care about one another, and operate from a sense of servant leadership to the children they teach.

Our instructional efforts are critical to our success, yet our transformation cannot transpire solely as a result of posting instructional objectives, embracing a novel approach to vocabulary, or diligently incorporating the use of math manipulatives. Our transformation will be attributed to those efforts coupled with the trust and transparency we've established as a result of being authentic in our interactions. Our transformation will be a result of the choices we have made to engage in real and relevant conversations every day.

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Deb Ganderton is principal of Rose Elementary School in Escondido, Calif. ■



Guerra



Nelson

Cultural proficiency means having the courage to act despite risks

Be-coming culturally proficient is a multistep process that takes time. First, one learns aspects of culture, which are not easily observed and often unconscious, such as values, beliefs, and worldviews. Next, one develops an awareness of barriers to equity, such as deficit thinking and inequitable instructional practices. Finally, one acquires cultural skills such as mindfulness, multiple perspectives, cultural responsiveness, and challenging deficit thinking.

These skills are the foundation for cultural proficiency. However, having them does not necessarily make an educator culturally proficient. A culturally proficient educator is willing to act in support of equity, diversity, and justice in the face of resistance and perceived personal risk, such as being socially ostracized by colleagues, falling out of favor with a supervisor, or even losing a job. These courageous individuals put aside their own welfare to take a stand.

This moral imperative (Fullan, 2003), or the courage to do what is right, is key to being culturally

proficient. It's easy to support equity, diversity, and justice when nothing is at risk. Cultural proficiency exists when educators are willing to give up something in support of these principles. To better understand the difference, we share an example of two educators with cultural knowledge and skills leading similar school improvement efforts, but with very different approaches.

TWO DISTRICTS, TWO OUTCOMES

Several years ago, we provided professional development in diversity to educators in two districts whose leaders were committed to closing the achievement gap. One district was in the Midwest, the other in the Southwest. Although different in size and location, the districts had many similarities. Both were situated outside of a large urban center and experiencing rapid demographic change, shifting from a predominantly white, middle-class student body to a more racially, ethnically, and economically diverse one. Both districts also had a predominantly white, middle-class

teacher core.

The districts differed in two significant ways. From the onset of the training, teachers in the Midwest district expressed more deficit beliefs than teachers in the Southwest district. The Midwest teachers were also more resistant to the idea of changing practice to address inequities. Given this context, we considered the Southwest district more likely than the Midwest one to continue working toward cultural proficiency once the professional development ended. This was not the case.

Although the two leaders shared a desire to create culturally proficient schools, there was one distinct difference. The Midwest leader worked with a moral imperative in the face of resistance and personal risk, while the Southwest leader did not. Here is how the Midwest leader described her struggle to take a stand in support of equity and justice.

TAKING A STAND

A 6th-grade boy in the district was found to have a note with a list



In each issue of *JSD*, Patricia L. Guerra and Sarah W. Nelson write about the importance of and strategies for developing cultural awareness in teachers and schools. Guerra (pg16@txstate.edu) is an assistant professor and Nelson (swnelson@txstate.edu) is an associate professor in the Department of Education and Community Leadership at Texas State University-San Marcos. Guerra and Nelson are co-founders of Transforming Schools for a Multicultural Society (TRANSFORMS). Columns are available at www.learningforward.org/news/authors/guerranelson.cfm.

of student names and the word “kill” at the top. According to the Midwest leader, this boy had been harassed by other students and subjected to negative comments about his clothing, his skin color, and his school performance. He was frustrated by this, and, as a coping strategy, his counselor told him to write about it. Another student found the paper and took it to the teacher.

Both the principal and the

counselor spoke with the boy and determined that he was not a threat, but they asked that he have a psychological evaluation before returning to school, which he did. An aide was placed in the classroom as a precautionary measure and to allay parent concerns.

One parent was not satisfied with this and started a petition to have the child expelled.

The parent took her petition to other schools in the district, spoke to

groups of parents, and went door-to-door to gather support for the petition. Other parents joined in, contacting radio and TV stations to get publicity for their campaign and to pressure the school board to expel the child. The Midwest leader was subjected to personal attacks. In the end, the school board didn't react to the parents' actions, and the child was allowed to remain in school. However, the controversy didn't go away.

The Midwest leader reports, “They wanted this kid gone. This kid represented everything that they didn't want happening in the schools, all the changes they didn't want. They don't want kids like him. They definitely

don't want poor black kids in their schools, and he became a symbol of that.”

When asked to explain why she was willing to fight so hard for this student, she stated, “Everybody around me, including the former superintendent, told me to ‘just cut your losses and get rid of the kid.’ But that is what everybody does. ... I didn't want them to be able to win one more time.”

Although her willingness to take a stand and be courageous was the strongest evidence that this leader works with a moral imperative, it was not the only evidence we saw while working in the district. A moral imperative was evident in all aspects of her work. She was committed to educational equity. This leader made educational equity the topic of every interaction and conveyed that becoming culturally proficient was an unquestionable goal for everyone in the district — students, teachers, and administrators.

As a result of working purposefully and relentlessly with a moral imperative, changes in support of equity, diversity, and justice began soon after our work in the district concluded. That work continues today, despite the fact that this leader has retired.

GIVING IN TO FEAR

Although teachers in the Southwest district were more open to the idea of changing practice to address inequities, this was not the case for all school leaders in the district. At the end of the first year of professional development, the leader from the Southwest district was informed that some school leaders were not supportive of efforts to make the district more culturally responsive and were actually working against the initiative.

Although he acknowledged the problem, he could not bring himself to act. He seemed to know he should act, but did not seem to have the courage to do so because he feared he would lose his job if he acted too forcefully.

Moreover, he seemed concerned with the possibility of being socially ostracized because a number of school leaders lived in the same community and attended the same church as he did.

Although he recognized the dilemma, without the urgency a moral imperative provides, he was unable to transcend his fear and take action. Consequently, the improvement initiative stalled, and the district remains entrenched in inequitable practices.

HOW MORAL IMPERATIVE DEVELOPS

When the leader from the Midwest district was asked how she developed this moral imperative, she suggested this disposition was the result of the way she was raised. This is important, but troubling, because it suggests moral imperative is something educators bring with them to practice rather than develop along the way.

How, then, do we assist educators like the leader in the Southwest district to resolve the moral dissonance that results when one knows what should be done to ensure equity for all children, but cannot bring oneself to do it? As this example illustrates, having cultural knowledge and skills is not enough to make one culturally proficient. One has to use them in relentless pursuit of equity and justice.

In our next column, we will discuss how we as staff developers teach educators to put aside concerns over their personal welfare and act with courage in support of equity, diversity, and justice instead of sitting quietly on the sidelines.

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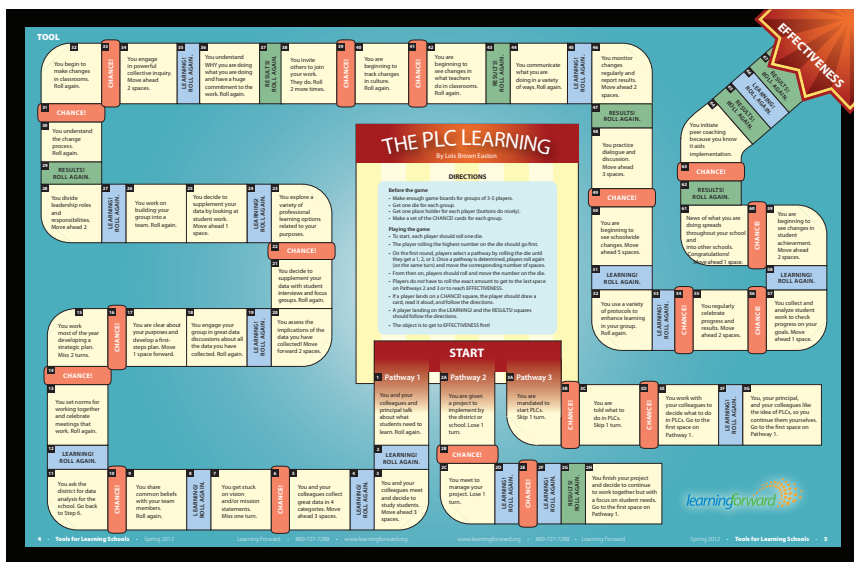
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As a result of working purposefully and relentlessly with a moral imperative, changes in support of equity, diversity, and justice began soon after our work in the district concluded. That work continues today, despite the fact that this leader has retired.

THE PLC LEARNING GAME

www.learningforward.org/news/issueDetails.cfm?issueID=349

In the Spring 2012 issue of *Tools for Learning Schools*, Lois Brown Easton uses Simon Sinek's Golden Circle to illustrate how education leaders can benefit from instilling a desire to change first, the "why" of change, before proceeding to the questions of how to make those changes and what is needed to implement them.



The issue also includes the PLC Learning Game, a fun activity that generates discussion about why and how change is made through learning communities.



Hirsh

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SCHOOL COUNSELORS

www.bit.ly/blogwong

Kwok-Sze Richard Wong, executive director of the American School Counselor Association, writes about the evolution of school counselors in his guest blog on Learning Forward's PD Watch.



Wong

"Data-based decision making is a tremendous shift for all educators, but particularly for school counselors. School counselors are increasingly collecting and analyzing data to identify needs in a school, to determine the most appropriate programs to address those needs, and to monitor and evaluate their programs to assess their success and to improve them in the future."

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WINNING STRATEGY:

Set benchmarks of early success to build momentum for the long term.

By Jody Spiro

Establishing and meeting benchmarks of success early in the change process demonstrates to everyone that achieving the change goals is feasible and will result in benefits for those involved. The Early Win Wonder Tool can help leadership teams develop these “early wins” and decide which to choose.

RECORD, REPLAY, REFLECT:

Videotaped lessons accelerate learning for teachers and coaches.

By Jim Knight, Barbara A. Bradley, Michael Hock, Thomas M. Skrtic, David Knight, Irma Brasseur-Hock, Jean Clark, Marilyn Ruggles, and Carol Hatton

Researchers at the University of Kansas conducted a three-year study to analyze what happens when coaches and teachers watch themselves on video. The results show why the video camera is an essential tool to provide an accurate, objective view of professional practice and to propel educators into improving their practice.

CONNECT THE DOTS:

A dedicated system for learning links teacher teams to student outcomes.

By Bradley A. Ermeling

Researchers find that a stable, protected setting where educators can focus on improving practice is key to building coherence and sustaining professional learning in a school or district. Their study, conducted over two decades, shows that schools with nonnegotiable times and places for learning as well as ongoing support demonstrated significant gains in student achievement in some of the most challenged districts.

COACHING PROTOCOL GIVES RURAL DISTRICT A COMMON LANGUAGE FOR LEARNING.

By Marjorie C. Ringler and Debra O'Neal

In a yearlong series of workshops, the authors focused on coaching as a vehicle to improve academic language proficiency in a rural North Carolina district using the Sheltered Instruction Observation Protocol, a research-based model for integrating language and content in the classroom. Through the three phases of the protocol, teachers learned to lead and learning shifted from teacher-centered to student-centered.

PROBLEM SOLVED:

Middle school math instruction gets a boost from a flexible model for learning.

By Jennifer Jacobs, Karen Koellner, and Joanie Funderburk

When a Colorado district introduced a new initiative called the problem-solving cycle to improve middle school math instruction, schools were initially reluctant. But as word of the program's adaptability spread, so did participation. By the third year, all of the district's middle schools elected to take part. Positive feedback coupled with ongoing district support ensures the program's sustainability.

DEEP LEARNING TAKES ROOT:

A commitment to improve math instruction results in a multilayered learning community.

By Mary Ann Jacobs

When teachers at a small elementary school in New Jersey learned that just 2.5% of students were performing at grade level in math, they developed a three-level program of community learning that would enable students to succeed. After two years, test results showed that students were learning more, in more ways, more of the time — and so were the teachers.

A UNITED COMMITMENT TO CHANGE:

Districts and unions collaborate to implement school improvement plans.

By Ellen Holmes and Staci Maiers

To achieve successful school reform, a school improvement plan must engage the people closest to it, and the best way to reach and engage those people is through the associations that represent them at local, state, and national levels. In Indiana and Washington, school leaders worked with teachers associations to transform schools using funding from the federal School Improvement Grant program.

feature

STRATEGIES CLICK INTO PLACE:

Online resources translate research to practice.

By Yael Kidron

Doing What Works is a website dedicated to helping educators implement effective educational practices by providing an array of online, research-based resources for school improvement. The website, organized around a three-step cycle of learning, seeing, and doing, includes expert interviews, school-site videos, and tools and templates to implement practices.



coming up

in June 2012 *JSD*:
The Learning Communities standard

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columns

Cultural proficiency:

Cultural proficiency means having the courage to act despite risks.

By Patricia L. Guerra and Sarah W. Nelson

Cultural proficiency exists when educators are willing to take risks in support of equity, diversity, and justice. Outcomes in two districts illustrate the difference.

Collaborative culture:

A willingness to speak the truth serves as a call to action and an important first step.

By Susan Scott

Being “nice” stood in the way of progress for one elementary school leadership team. A few core strategies cleared the path for honest and constructive conversations based on trust.

From the director:

Implementation keeps great ideas going — and growing.

By Stephanie Hirsh

Implementation is essential to linking professional learning to changed practices and transformed results.

Writing for *JSD*

Themes for the 2013 publication year will be posted at www.learningforward.org/news/jsd/themes.cfm.

- Please send manuscripts and questions to Christy Colclasure (christy.colclasure@learningforward.org).
- Notes to assist authors in preparing a manuscript are at www.learningforward.org/news/jsd/guidelines.cfm.

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TEACHING MATTERS MOST: A School Leader's Guide to Improving Classroom Instruction

By Thomas M. McCann, Alan C. Jones, and Gail A. Aronoff

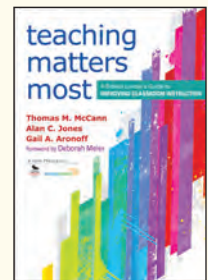
Saying "teaching matters most" seems obvious. Making it the top priority for school leaders and staff is not so easy. If we want to change how students write, compute, and think, then teachers must transform the old "assign-and-assess" model of teaching into engaging, compassionate, coherent, and rigorous instruction.

The authors outline a three-step process that involves envisioning good teaching, measuring instruction quality against this standard, and working to move closer to the ideal.

The book includes guidance on hiring, induction, professional

development, mentoring, and teacher evaluation. Each chapter offers action steps for building a blueprint for improvement. Also included are frameworks for completing instructional audits and protocols for measuring and tracking instruction quality.

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CARRY LEARNING FORWARD TO THE NEXT LEVEL

Do you know about your state or provincial Learning Forward affiliate organization? If you aren't already actively involved with the affiliate that serves your area, visit www.learningforward.org/about/affiliates.cfm to explore this opportunity to engage at a deeper level with the organization.

State, regional, and provincial affiliates vary in the kinds of activities they use to connect learning leaders. Some hold annual conferences or learning institutes, others offer newsletters or resources to place professional learning information in a more local context. One thing affiliates have in common: They are all eager to hear from the educators they exist to serve.



Successful implementation doesn't end at the beginning of a new initiative

In March, I attended the Celebration of Teaching and Learning, a two-day conference for educators in New York. Teachers, state and district leaders, and national experts gave presentations on reform initiatives facing our schools and districts today: Common Core State Standards, teacher evaluation systems, college and career readiness initiatives, and STEM education, among others. As I talked with participants and noted questions and comments from teachers and administrators, a common refrain emerged: “These are critically important reforms, but what supports will be in place to help me understand and implement these new changes?”

This question reminded me of my experiences as a classroom teacher and teacher leader and the challenges of implementing innovations. As a high school biology teacher, I participated in the National Academy for Curriculum Leadership to support Boston’s adoption of inquiry-based science curriculum. A shift to inquiry-based teaching represented a significant change for many classroom teachers, both at my school and in the district. How could we ensure that this inquiry approach would be implemented successfully?

We used the Concerns-Based Adoption Model to plan professional

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on board KENNETH SALIM

learning (Hord, Rutherford, Huling-Austin, & Hall, 1987). The Concerns-Based Adoption Model helped us plan for different levels of need. Teachers would face certain challenges in the early stages and others down the line. Many teachers would begin with self-oriented concerns (“How will this new approach affect me?”) before they could focus on instructional tasks (“How do I use these new materials and approaches?”). Only then could teachers start thinking about impact (“How is this approach affecting student results?”). Once teachers had a general awareness and an understanding of inquiry, we could engage in ongoing sessions that would help them address management questions and delve deeper into how student materials fit into the overall curriculum. In the late stages of implementation, we supported networks of teachers who came from different schools to reflect and collaborate. This structure served as a model for how learning communities could be developed at the school level; teams reviewed student work, recognized progress, discussed ongoing issues, and analyzed student results.

Of course, this final step — demonstrating the relationship between an innovation and student results — is the outcome that matters

most. However, setting goals related to ongoing implementation can be valuable in revealing the bumps along the road. Hord et al. (1987) describe how assessing practitioners’ levels of use through teacher interviews and classroom observations can be helpful in monitoring change. Increasingly, technology-based tools, including online surveys or wikis, for sharing student work and teacher lessons can also provide data on the depth and fidelity of implementation.

We cannot underestimate the importance of professional learning in supporting the implementation of Common Core, teacher evaluation systems, and other efforts. But we need to plan well beyond the typical orientation that accompanies new initiatives. Instead, we must construct professional learning experiences that help educators make sense of innovations, support the complex changes necessary for success, and serve as the common thread that binds together our efforts to increase results for all students.

REFERENCE

Hord, S.M., Rutherford, W.L., Huling-Austin, L., & Hall, G.E. (1987). *Taking charge of change.* Alexandria, VA: ASCD. ■



New standards resource available to download

Facilitator guide units

The units below are organized to support a full-day learning session on the standards with suggested variations for a two-hour introduction. Facilitators can also adapt the units to suit their particular schedules and learners.

1. Opening and introductions
2. Why standards?
3. Standards overview
4. The role of the standards
5. Unpacking the standards
6. Standards in practice
7. Standards in action
8. Assessment and follow-up
9. Closing and reflections

Learning Forward has posted *Facilitator Guide: Standards for Professional Learning* on its website as a free resource for all members and website visitors. Designed to assist facilitators in introducing and helping others implement the standards, this guide is for educators new to the Standards for Professional Learning as well as those familiar with the previous Standards for Staff Development.

Included in the guide are practical activities, reflection questions, and tools to deepen users' understanding of the standards and how effective professional learning leads to effective teaching practices, supportive leadership, and improved student results. Each unit includes introductory and intermediate tasks for use with small groups, teams, or large groups to encourage collegial dialogue, promote active engagement, foster a culture of collective responsibility, and take users deeper into the standards, demonstrating the role they play in schools, school systems, and states or provinces.

With many interactive learning opportunities for participant discussion, conversation, and involvement, this guide models the kind of professional learning described in the standards. The tasks, discussion questions, and tools frame reflections and dialogue about



the standards and provide opportunities to apply them in users' own work. Slide presentations are provided as guidance for short 10- to 20-minute lectures. Times allotted for each unit are approximate and may vary according to audience size, levels of interaction, and background knowledge.

Handouts and slides are included at the end of each module and should be copied for participants before the session.

Download the *Facilitator Guide* PDF from www.learningforward.org/standards.

powerful WORDS

“Being ignorant is not so much a shame as being unwilling to learn.”

— Benjamin Franklin



Watch the latest standards video

www.learningforward.org/standards/data

Meet practitioners experienced with the key concepts in the Standards for Professional Learning through free online videos. The latest video, on the Data standard, features Eric Brooks, education program specialist at the Arizona Department of Education. Brooks describes how the use of data in professional learning has advanced the goals of the adults and students in the state. Visit each standard's web page to watch the videos.

Learning Forward selects Kentucky task force members for Common Core initiative

As part of Learning Forward's initiative to develop a statewide, comprehensive professional learning system to support educators in Kentucky as the state implements Common Core State Standards, more than 40 members of the Kentucky education community have been selected to serve on a task force to lead the initiative.

The task force, which includes representation from all stakeholders impacted by the initiative, will review current policies and recommendations to charter a new course in statewide professional development standards that is tied to the Common Core. In partnership with the initiative's advisory council, critical friends, and Learning Forward staff, the task force will develop tools such as materials, protocols, and strategies to sustain the planning and improvement of professional development in preparation of the Common Core implementation in Kentucky.

Representatives from six additional states, Georgia, Illinois, New Hampshire, New Jersey, Utah, and Washington, serve as critical friends to Kentucky in their effort to transform professional learning. Joellen Killion, Learning Forward senior advisor, and Kathleen Paliokas, director of InTASC at Council of Chief State School Officers, facilitate the task force.

"We are thankful the task force members have taken on this important work in Kentucky," said Executive Director Stephanie Hirsh. "This team of experts is hard at work advancing professional learning and enhancing Common Core instruction in the states."

LEARNING FORWARD CALENDAR

- May 31:** Last day to save \$75 on registration for Learning Forward's 2012 Annual Conference in Boston. www.learningforward.org/opportunities/annualconference.cfm.
- June 15:** Deadline to register for the 2012 Summer Affiliate Leaders Meeting in Denver July 20-22. Download the registration form: www.learningforward.org/about/affiliates.cfm.
- July 22-25:** Learning Forward's 2012 Summer Conference in Denver. www.learningforward.org/summer12/index.cfm.
- Dec. 1-5:** Learning Forward's 2012 Annual Conference in Boston.

Win a free registration to Learning Forward's 2012 Annual Conference

Learning Forward members understand the impact professional learning has on educator effectiveness and student achievement. Now members can share the valuable tools and resources they receive as part of the Learning Forward community by referring a friend or colleague to join.

As part of Learning Forward's membership referral program, each referral enters members into a drawing for a free five-day registration to Learning Forward's 2012 Annual Conference, Dec. 1-5 in Boston. Members will also receive \$10 off their next membership renewal for every new member they recruit.

There is no limit to the membership discounts for referring new members, and no limit to the number of entries for the free conference registration. The winner of the free conference registration will be selected Sept. 14. For more information, contact the Learning Forward Business Office at 800-727-7288 or office@learningforward.org.



LEARNING FORWARD'S PURPOSE: Every educator engages in effective professional learning every day so every student achieves.

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Implementation keeps great ideas going — and growing

Think fast: Identify three professional development programs that you experienced or even planned that had great starts, but today you wonder what happened to them. The three I recall from my district days are DuPont Leadership Training, HOTS, and Accelerated Schools.

Individually, they were powerful programs that in some places had the impact we hoped to achieve in our school system. Yet, as happens in many school systems, they started off with a bang and ended with a whimper.

Rather than recognizing and providing the support necessary for these programs to have real impact, we got them under way and then turned our attention to the next important item on our lists. Maybe we assumed people were smart and would figure out for themselves how to use the great ideas to which we exposed

them. Maybe we weren't sufficiently committed to the new programs. Or maybe we didn't fully understand what it takes to achieve substantive outcomes

from professional learning.

We introduced the Implementation standard in our latest revision of the standards because, too often, professional development fails to achieve its intended outcome. While some of the reasons for this failure are obvious, too many of us still ignore them: great planning with no follow-through; no resources to sustain change over time; and lack of recognition of the difficulty of the change process.

In my early years with Learning Forward, I spent considerable time in the field working with educators, and I used two organizers to outline the elements necessary for long-term change. The first was RPTIM: readiness, planning, training, implementation, and maintenance. This offered a logical order for considering the steps necessary to achieve intended outcomes. I recall drawing a vertical line between training and implementation and quoting my colleague Susan Loucks-Horsley, who used to say to her clients that they should prepare to use half their resources on the first three phases and the other half on the last two. If they weren't prepared to do that, there was no reason to initiate the change process. People nodded with understanding, but few took the advice seriously.

Later, I learned about Michael Fullan's three I's for change: initiation, implementation, and institutionalization. Fullan, like Loucks-Horsley, made it clear that educators

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need to understand and attend to all three phases of change to achieve professional development's desired outcomes. Without attending to the later stages of the change process, the best we can accomplish are powerful visions and plans that live in notebooks rather than transformation of practices for educators and results for all students.

These two organizers cover foundational ideas within the Implementation standard. In some ways, our earlier sets of standards had their own false starts. Many individuals and organizations aligned their plans to the standards and then failed to do the follow-through work called for in the original Learning standard. When we elevate implementation to the level of a standard, we intend that everyone understands that attention and resources devoted to this concept are not a recommendation. Implementation is essential to linking professional learning to changed practices and transformed results. ■

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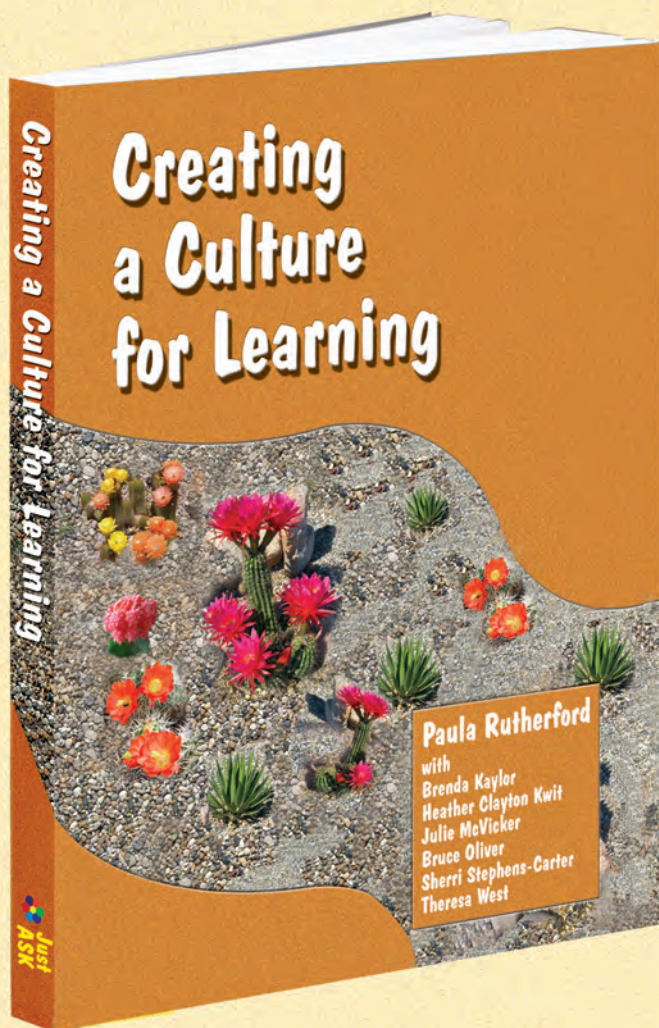
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