

Standards for Professional Learning for iPad

Learning Forward's publication *Standards for Professional Learning* is now available in a digital version developed exclusively for the iPad. In addition to the material available in the print book, the iPad version contains more than 50 interactive tools and videos that help educators build mastery of the standards and share them with others.

These digital extras take the standards from theory to practice with videos of successful practitioners sharing real-world examples of the standards in action. Educators can virtually step into the classrooms of fellow practitioners to see what they are doing and how they bring best practices to life. The iPad version also contains links to related professional learning resources from Learning Forward.

The Standards for Professional Learning outline the characteristics of professional learning that lead to



Standards for Professional Learning for the iPad
www.learningforward.org/standards/standards-book-for-the-ipad

\$24.99 for members and nonmembers

effective teaching practices, supportive leadership, and improved student results. Developed by Learning Forward in collaboration with 40 associations and organizations, the standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.

The standards give educators the information they need to take leadership roles as advocates for and facilitators of effective professional learning and the conditions required for its success. Widespread attention to the

standards increases equity of access to a high-quality education for every student, not just for those lucky enough to attend schools in more advantaged communities.

Use of the standards to plan, facilitate, and evaluate professional learning promises to heighten the quality of educator learning, performance of all educators, and student learning. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results — a goal to which all educators subscribe.

book club

UNLEASHING THE POSITIVE POWER OF DIFFERENCES

Polarity Thinking in Our Schools

By Jane A.G. Kise

Does your team do more arguing than deciding?

Some conflict can be healthy for teams and professional learning communities, but when two sides are unwilling to compromise, that's where polarity management comes in. By identifying mutual goals and common concerns, polarity management helps educators turn vicious cycles of debate into virtuous circles of managing complex issues.

This book provides a three-step process for managing polarities:

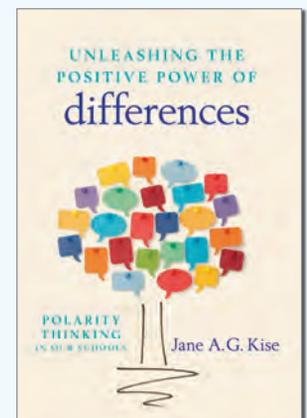
- **See it:** Recognize when you're dealing with two equally valuable perspectives on an issue.
- **Map it:** Identify the upsides and downsides of each position.
- **Tap it:** Apply strategies to leverage the best of both sides.

Kise applies the framework and tools of polarity management to

the most contentious education reform debates and guides readers in applying the framework to their local contexts.

Grounded in interdisciplinary research, the book includes sample polarity maps as well as case studies, professional development activities, and group exercises for mapping and tapping polarities.

Through a partnership with Corwin Press, Learning Forward members can add the Book Club to their membership at any time and receive four books a year for \$69 (for U.S. mailing addresses). To receive this book, add the Book Club to your membership before Dec. 15. For more information about this or any membership package, call 800-727-7288 or email office@learningforward.org.





Our work is about ensuring that professional learning results in moving theories *of* action to theories *in* action

“Leaders of companies that experience smaller gaps between what they know and what they do understand that their most important task is not necessarily to make strategic decisions or, for that matter, many decisions at all. Their task is to help build systems of practice that produce a more reliable transformation of knowledge into action” (Pfeffer & Sutton, 1999).

Educators across the globe regularly engage in learning. This learning is usually grounded in espoused theories of action, with a hope that changes in professional practice and improved student learning will result. Yet, far too often a gap exists between what people have learned and what they do day-to-day.

Why are schools and organizations so consistently experiencing this knowing-doing gap? Alan Webber said: “Doing something actually requires doing something! It means tackling the hard work of making something happen. It’s much easier and much safer to sit around and have intellectual conversations ... and never actually implement anything” (Webber, 2000).

Gervase Bushe, a professor at Simon Fraser University in Canada, asserts that we can’t even call an experience learning without change. He describes learning as “the outcome

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on board JEFF RONNEBERG

of an inquiry that produces knowledge and leads to change.” He adds that organizational learning requires two or more people learning together and changing how they work together (Bushe, 2010).

What does this mean for us as educational leaders — superintendents, principals, professional developers, teacher leaders? I believe it means that our work is about more than creating well-designed learning. Our work is about ensuring that professional learning results in moving our theories of action to theories *in* action.

I am not advocating for more teacher evaluation or standardized tests. I am calling for school leaders to work with staff to identify expectations for implementation, then get out of the office and talk with those who are implementing their learning. Ask simple questions: What is going well? Who is implementing well that I should recognize? Do you have what you need (Studer, 2007)?

When a school leader sees practices that are different than expected, he or she should talk with people about it. There is likely a good reason an individual isn’t implementing the desired change. Leaders need to learn why, and then support the person through it.

The most important thing a school leader can do is to create opportunities for teachers and staff to talk with one another about the difference between current reality and desired practice. Even better, create opportunities for teachers to see one another implementing their learning so they can then support one another to move their learning to a change in practice.

Creating these experiences is essential. As John Dewey wrote long ago, “We do not learn from experience ... we learn from reflecting on experience.”

REFERENCES

Bushe, G.R. (2010). *Clear leadership: Sustaining real collaboration and partnership at work* (Rev. ed.) (p. 42). Boston, MA: Nicholas Brealey Publishing.

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.

Pfeffer, J. & Sutton, R.I. (1999, Fall). Knowing ‘what’ to do is not enough: Turning knowledge into action. *California Management Review*, 42(1), 104.

Studer, Q. (2007). *Results that last: Hardwiring behaviors that will take your company to the top*. Hoboken, NJ: Wiley.

Webber, A.M. (2000, May 31). Why can’t we get anything done? *Fast Company*. Available at www.fastcompany.com/39841/why-cant-we-get-anything-done. ■

Register for upcoming webinars

Join leaders in the field for webinars on key topics affecting professional learning leaders. Webinar participants gain insight from experts and colleagues on topics such as data analysis, virtual learning communities, implementing change, and more.

Learning Forward members who participate in webinars can extend their learning in the Learning Exchange through ongoing discussion of webinar topics and sharing additional resources. To learn more about or to register for a webinar, visit www.learningforward.org/learning-opportunities/webinars.

OCTOBER 17:

Implementing Change Through Learning

Facilitated by Shirley Hord and James Roussin

Hord and Roussin help participants set a foundation for reform that lasts by offering an overview of strategies to develop trust and credibility with teachers and staff. Explore the Concerns-Based Adoption Model (CBAM) and how it provides the conceptual and diagnostic framework for understanding the dynamics of change, and learn the six strategies for ensuring that change results in successful implementation.

Topics include:

- An overview of the CBAM model and its components.
- Understanding, predicting, and addressing educator concerns that may arise during the change process.
- Six strategies for moving from adoption to full implementation.
- Promoting collaboration and learning throughout a change initiative.

OCTOBER 24 & 31:

Improving Leadership and Classroom Practices

Facilitated by Sonia Gleason and Wendy Sauer

In this two-part webinar, Gleason and Sauer will explore how Success at the Core — a free, research-based and video-rich online resource — can help leverage professional learning. Participants will identify resources for their school improvement efforts, share their own stories to help connect colleagues to the tools they need most, and develop an action plan to map out specific ways to use Success at the Core tools in their setting.

Participants will also:

- Learn how to successfully navigate Success at the Core materials.
- Discuss a range of school reform initiatives and identify specific Success at the Core resources to benefit specific school improvement efforts.
- Learn how others have built leadership team and teacher

capacity.

- Map out how program resources can be effectively used in their settings.

OCTOBER 30:

Data Analysis for Continuous School Improvement

Facilitated by Victoria Bernhardt

Bernhardt, author of *Data Analysis for Continuous School Improvement* (Routledge, 2013), highlights a framework to assist schools and districts that want to commit to improving teaching and learning through the use of data. Participants will get an overview of the continuous school improvement cycle and explore the actions of schools using data for continuous improvement.

Topics include:

- A look at multiple measures of data and how they fit into an overall data analysis framework.
- A comparison of the actions of schools focused on compliance and schools committed to using data only for continuous school improvement.
- Strategies for creating a shared vision for using data to drive improvement.
- An overview of the continuous school improvement framework and cycle of continuous school improvement.

NOVEMBER 14:

Professional Learning Through Virtual Communities

Facilitated by Sonja Hollins-Alexander

Hollins-Alexander, author of *Online Professional Development Through Virtual Learning Communities* (Corwin Press, 2013), shares one district's success story as a model for combining well-designed online instruction with peer-to-peer collaboration. Hollins-Alexander will provide an overview of her Learner-Learner online collaboration model.

Topics include:

- An overview of 10 action steps for developing successful online communities of practice.
- Best practices for managing staffing and resources.
- Strategies for establishing an online learning community.

VISIT THE ARCHIVES

Here are new additions to the webinar archives.

- **Establishing Time for Professional Learning**, facilitated by Joellen Killion.
- **School Systems That Learn**, facilitated by Paul Ash.
- **The Power of Coaching**, facilitated by Joellen Killion and M. René Islas.

Join the unconference

Learning Forward's Annual Conference in December will feature a new type of preconference session, based on the unconference structure, titled Learn Now: Open and Connected Conversations.

An unconference allows participants to shape and direct the learning for the day. After a brief opening, attendees can sign up to present during a 60-minute time block. Once the agenda is built from these time blocks, participants choose which sessions to attend. The day will wrap up with whole-group reflection and processing.

This type of meeting structure is ideal for attendees wanting to ask questions, share expertise, and network with others seeking new strategies to facilitate learning.

Learn Now preconference attendees will be able to learn with Jim Knight, Marcia Tate, Lori Gracey, and Chris Yeager. These professional learning experts have agreed to facilitate at least one session as well as learn alongside others.

To extend the learning beyond the daylong session, registered participants can connect through social media before and after the Learn Now session. For more information, visit <http://learningforwardconference.org/annual13/sessions/sessiondetail.cfm?PID=3432>.



REFER A FRIEND, GET A GIFT CARD

With Learning Forward's member referral program, members can earn a \$35 gift card to the Learning Forward Bookstore by referring a friend or colleague to join Learning Forward.

Here's how it works: The applicant fills in the member's name, city, and state on the membership application form or mentions the member's name when joining by phone at 800-727-7288.

Current members will receive a \$35 gift card to the Learning Forward Bookstore for each new member who adds their information to his or her application. There is no limit to the gift cards members can receive for referring new members.

For questions or additional information, contact the Learning Forward Business Office at 800-727-7288 or office@learningforward.org.

LEARNING FORWARD CALENDAR

- Oct. 15:** Deadline to save \$50 on registration for 2013 Annual Conference in Dallas, Texas.
- Dec. 7-11:** Learning Forward's 2013 Annual Conference in Dallas, Texas.
- Jan. 31, 2014:** Deadline for proposals to present at Learning Forward's 2014 Annual Conference in Nashville, Tenn.
- March 15, 2014:** Last day to apply to join the next cohort of Learning School Alliance schools.
- March 15, 2014:** Last day to apply to join Academy Class of 2016.



THE PROFESSIONAL LEARNING ASSOCIATION

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

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