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The theme of The Wallace Foundation's initiatives and this issue of *The Learning Professional* is that leadership practice, development, and support cannot be left to chance.



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A laser talk states your case concisely and ends with a request.

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Send the message that learning is for leaders, too.

A principal must be the face of your district's values and show that through her actions.

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BILL MORGAN MEDIA



Kenneasha Sloley is principal of Dr. Michael D. Fox School in Hartford, Connecticut.

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Identifying principal practices that influence student achievement guides principal development and decision-making.

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Asking questions is a nuanced and difficult skill to master, with the coach having to decide whether to ask a question and what question to ask.

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With a grant from the Florida Department of Education, Hillsborough County Public Schools developed and implemented a one-year professional learning pilot program for principals.

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A former principal supervisor's reflections can help districts rethink the way principal supervisors are supported and deployed to provide on-the-job professional learning to school-based leaders.

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By Jeff Archer, Steve Cantrell, Steven L. Holtzman, Jilliam Joe, Cynthia M. Tocci, and Jess Wood

To ensure that observers can apply their system's criteria with fidelity, here are six skills observers need and activities that can be used to develop, monitor, and reinforce them.

50 The solution is in the room: Teacher voices power conversation protocol.

By Donna Spangler

The professional learning committee at Hershey Middle School in Pennsylvania created a conversation protocol that exemplifies teacher voice and shows the importance of evaluation to the learning process.



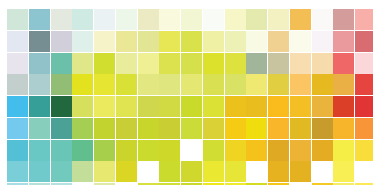
Photo by KATELYN HARLEY
Katie Weaver, special education teacher, lends her voice. See article on p. 50.

56 Let's really talk about data: How to infuse meaningful data into daily decisions and conversations.

By Robby Champion

A paradigm shift about professional learning and data is overdue. Learning leaders need to take the lead with three important steps: Rethink the work, engage co-workers, and embed student learning into conversations.

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I SAY

Ulrich Boser

FINNISH EDUCATOR,
AUTHOR, SCHOLAR, AND
SCHOOL IMPROVEMENT
ACTIVIST



On how professional learning should incorporate lessons from memory research:

“**W**hen we think about what makes for good teaching and learning, memory is really key for information, not just because you want to know the facts but so you are able to apply it in some way. ... The issue in working memory is that it's so narrow. It's short-term. It's very easy to overload working memory. This explains why PowerPoints with all sorts of writing are so hard to decipher. Or why, when you're trying to read something and someone's talking to you, you're like, wait, I can't pay attention to these things.”

Find the full Q&A with Ulrich Boser at www.learningforward.org/learningprofessional.