

48 How much support is enough?

3 tools help us know when to step in and when to back off.

By Leslie Patterson and Carol Wickstrom

Use these three flexible tools to determine how much and what kind of support is most appropriate.

54 Training the trainers:

Learning to be a principal supervisor.

By Amy Saltzman

Take a look inside principal supervisor programs in Washington, D.C., and Tulsa, Oklahoma. *This article is sponsored by The Wallace Foundation.*

58 The coach's learning community:

Standards-based program develops schoolwide literacy capacity.

By Diane Reitz and Gene E. Hall

To develop their knowledge and skills, school-based literacy coaches in Nevada's Clark County School District participate in a professional learning community grounded in Learning Forward's Standards for Professional Learning.

TOOLS 65

66 How to cultivate teacher voice.

- Know your 'ask.'
- Consider these questions.
- Devise an action plan.
- Prepare your laser talk.

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- The evolution of *The Learning Professional*.
- Two new board members elected.
- Deadline for Learning Forward Academy.
- Learning Forward merges with NCTAF.

74 Abstracts for February 2017 *The Learning Professional*.

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Learning designs go beyond workshops.



77 THROUGH THE LENS

of Learning Forward's Standards for Professional Learning.

I SAY

Jal Mehta

Associate professor, Harvard Graduate School of Education



On how the way we learn naturally should influence professional learning in education:

“You have to think that, at some point, the way in which people learn outside of school — with like-minded others, around topics they care about, with people of varying levels of expertise, in networks that reach out in all directions — will penetrate how both students and adults learn in schools.”

Find the full Q&A with Jal Mehta at www.learningforward.org/learningprofessional.