

students master similar kinds of thinking processes.

## 61 **Growing support for principals:** Principal supervisors collaborate and problem solve in learning communities.

*By Jill A. Baker and Gary S. Bloom*

Over the past four years, the role of principal supervisor in Long Beach Unified School District in California has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, support for addressing student achievement issues, and a focus on quality instruction in every classroom. *This article is sponsored by The Wallace Foundation.*

## 66 **What literacy means in math class:** Teacher team explores ways to remake instruction to develop students' skills.

*By Jacy Ippolito, Christina L. Dobbs, and Megin Charner-Laird*

A team of high school math teachers in Massachusetts participated in a two-year exploration of disciplinary literacy in content classrooms and, as a result, designed instructional routines in math classes that are sensitive to and supportive of students' development of the literacy skills necessary for mathematics.

## TOOLS 71

### 72 **Align your district's professional learning under ESSA.**

- Vision-setting protocols.
- Define high-quality professional learning at the school level.
- Create a clear picture of what the definition looks like in action.
- Clarify how each level of the education system can contribute to high-quality learning systems.

## UPDATES 75

### 76 **The latest from Learning Forward.**

- How proposed funding cuts affect educators.
- Florida district partners with teachers to redesign learning.
- A new book for teacher learning teams.

### 78 **Abstracts** for April 2017 *The Learning Professional.*

### 80 **AT A GLANCE** Standards for Professional Learning: Why they matter.

### 81 **THROUGH THE LENS** of Learning Forward's Standards for Professional Learning.

## I SAY

## Pasi Sahlberg

FINNISH EDUCATOR,  
AUTHOR, SCHOLAR, AND  
SCHOOL IMPROVEMENT  
ACTIVIST



**On what is the greatest misconception around professional learning, globally and within the U.S.:**

“I think the greatest misconception around professional learning is that teaching is a mechanistic construction of separate parts that can be absorbed and that anybody can do that. In other words, that teaching is easy. ... Online teacher preparation programs without adequate clinical training elements greatly underestimate the complexity of the teaching profession and professional learning.”

Find the full Q&A with Pasi Sahlberg at [www.learningforward.org/learningprofessional](http://www.learningforward.org/learningprofessional).