

## FOCUS CREATE A VIBRANT LEARNING CULTURE

### When teachers believe, students achieve:

Collaborative inquiry builds teacher efficacy for better student outcomes.

*By Jenni Donohoo and Steven Katz*

When teachers share the belief that, together, they can positively influence student learning over and above other factors and make an educational difference in the lives of students, they actually do. Many school leaders are asking: How do we foster a sense of collective efficacy among teachers to realize better outcomes for students? To answer that question, the authors look at why collective efficacy is important, how collaborative teacher inquiry can enhance collective efficacy, and how school leaders can support educators' engagement in the process.

### The equitable classroom:

Today's diverse student body needs culturally proficient teachers.

*By Jon Saphier*

As teachers of all children, each of us has an obligation to learn about the different cultures of our students and find ways to make their cultures appear in validating ways in our curricula and

instructional examples. That is the starting point for cultural proficiency, and cultural proficiency is a new skill set that all American teachers must have to provide every student with the best learning environment.

### Knowledge seekers:

New York program creates a culture of inquiry among high school teachers and their students.

*By James Kilbane and Christine Clayton*

At its core, inquiry — whether conducted with students or teachers — is a process of making observations, asking questions, working with evidence, and interpreting data. Teachers can learn a great deal about inquiry from doing it themselves, and this process will not only inform their work with student inquiry, but also develop a culture of inquiry in the classroom. A professional development project from Pace University supports secondary teachers' inquiry into the workings of student inquiry in various content areas.

### Metamorphosis:

Texas district opts for learner-centered professional learning.

*By Alan Ellinger, Keri Launius, and Annette Scott*

One challenge facing the Galveston

Independent School District in Texas is a high mobility rate among its teachers. Attracting and retaining educators are among the district's highest priorities. District leaders joined with neighboring districts to create a framework for building a learning system that would enable all educators to have ownership in a continuous learning process. Today, educators are taking part in meaningful professional development that meets the needs of helping students while also building their own leadership influence.

### Environmental impact:

Reinforce a culture of continuous learning with these key elements.

*By Brian Edwards and Jessica Gammell*

Maintaining a robust professional learning culture in schools is vital for attracting and retaining high-caliber talent. Given this, education leaders are looking for guidance on how to establish and sustain an environment that fosters continuous learning. Drawing on their experience in helping educators design and implement professional learning systems, the authors outline the elements that reflect and reinforce a culture of continuous learning and how schools can bring about that type of environment.

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## IDEAS

### The gallery walk:

Educators step up to build assessment literacy.

*By Anita Stewart McCafferty and Jeffrey Beaudry*

If you were given a two-hour time block for professional development on a Friday afternoon just before the school district is to go on a week-long vacation, what kind of professional learning would you offer to maintain adult learners' interest and meet their learning needs? The authors chose an interactive immersion gallery walk to present information about foundational classroom assessment literacy concepts and skills. A gallery walk is a discussion technique that gets learners out of their seats and invites them to become active participants in the learning process.

### Technology takes coaching to scale:

Investing in Innovation grantees show how it's done.

*By Nicole Breslow*

In recent years, there has been increasing interest in the use of video and other technology tools to support professional learning. However, there has been less focus on the potential of technology tools to bring promising and proven professional development models to scale. Eight grantees of the

Investing in Innovation Fund (i3) are using video and other technology tools to strengthen, scale, and sustain their instructional coaching models.

## VOICES

### CALL TO ACTION

**Let's make the most of teachers' time together.**

*By Stephanie Hirsh*

What are the essential elements of effective collaboration? Many of the answers lie in the culture of the organization responsible for supporting collective learning.

### OUR TAKE

**As social and emotional learning takes center stage, professional learning plays an important supporting role.**

*By Elizabeth Foster*

Learning Forward has joined with The Wallace Foundation to increase awareness of and share resources about the research, strategies, and professional learning supports related to social and emotional learning.

## ASK

**What can principals do to foster collaborative learning among teachers?**

*By Frederick Brown*

Principals can help shift a school's culture by sharing their vision for collaborative learning, modeling what it means to be a collaborative learner, and creating space and providing resources for collaboration.

## RESEARCH

### RESEARCH REVIEW

**Study examines professional learning's potential to change how teachers think about student learning.**

*By Joellen Killian*

How teachers think about students as learners affects teachers' expectations of and their interactions with students. This study demonstrates that professional development has some potential to transform teacher discourse patterns.

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