Professional Development Discussion Guide
for the SEPTEMBER 2010 issue

By Lois Brown Easton
Using this guide

This discussion guide is intended to assist Kappan readers who want to use articles in staff meetings or university classroom discussions.

Members of Phi Delta Kappa have permission to make copies of the enclosed activities for use in staff meetings, professional development activities, or university classroom discussions. Please ensure that Phi Delta Kappa and Kappan magazine are credited with this material.

All publications and cartoons in Kappan are copyrighted by Phi Delta Kappa International, Inc. and/or by the authors. Multiple copies may not be made without permission.

Send permission requests to kappan@pdkintl.org.

Copyright Phi Delta Kappa, 2010. All rights reserved.
Teaching Without Talking

By Jacqueline Hansen

*Phi Delta Kappan* 92, no. 1 (September 2010): 35-40

**OVERVIEW OF THE ARTICLE**

Teachers will be better able to teach what they preach once they learn to teach without talk.

**KEY POINTS**

- Teachers send nonverbal messages to students.
- They can adjust their proximity, eye contact, gestures, or touching behaviors to create a positive, supportive learning community.
- Students will notice when verbal and nonverbal messages are incongruent.
- It's important to note that there are different body languages associated with different cultures.
- Proximity or “spatial accent” is different according to cultural backgrounds.
- The amount of eye contact varies according to gender and culture; eye “gestures” such as winking have different meanings in different cultures.
- Gestures, such as beckoning, head nodding, head tapping, signaling OK, thumbs up, two fingers in a “V” shape, have different meanings in different cultures.
- Touching is the “most intense and misunderstood form of nonverbal communication,” with effects from “tactual deprivation” and sexual implications.
- Teachers need to “familiarize themselves with their student’s nonverbal communication patterns.”

**FULL VALUE**

Even though teachers have students with them for seven hours a day or more, they convey most of their messages nonverbally rather than verbally. The author states, “Americans speak an average of about 10 to 11 minutes” in a day; teachers probably speak more, but they communicate even more nonverbally. Today’s classrooms are increasingly diverse, and with diversity comes language differences, including nonverbal “language.” Educators can and should learn the various nonverbal messages.

**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. Think of a time when what you were saying (or someone else was saying) was contradicted by body language. What was being said? What was being communicated otherwise? What was the effect of the contradiction?

2. The author uses several words and phrases in novel ways. Some of these words might be new to you or simply used in new ways. What is the effect of these words and phrases on your understanding: “spatial accents,” “proxemics,” “proximal boundaries.”

3. Think about your own experiences with the following situations. What has your reaction been? How have others reacted?
   - Someone sitting in “your place” at a meeting
   - The teacher staying behind the desk
The teacher moving to stand near a student who is speaking
Someone who lowers his/her eyes when passing you
Someone who winks at you
Someone who rapidly blinks his/her eyes at you
Someone who moves too close to you
Someone who makes a “V” with two fingers

4. What do you think about the author’s statement: “Americans have produced generations of “untouchables”?

5. What do you think about the author’s statement: “Teachers must touch children to facilitate their emotional, social, intellectual, physical, and social development”?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1

The Students Are Watching: Schools and the Moral Contract, written by Ted and Nancy Sizer (Boston: Beacon Press, 1999), addresses the dilemma of what we do and what we say, pushing the topic beyond verbal and nonverbal communication. Use an Inside-Outside protocol with your colleagues to address this quote from their book, as related to Hansen’s article:

“The students are watching. How we adults live and work together provides a lesson. How a school functions insistently teaches.

“If we care about our children’s values — how as a matter of habit they treat each others and how aware they are of why they do what they do — we must look into a mirror. Do we as teachers, as a matter of habitual practice, bluff? Do we sort unfairly? Do we treat students harshly in the name of order rather than as a way to promote student growth? Do we grapple over unworthy things? Do we act in a manner which reflects the values which we wish our students to assimilate? What do our actions tell our students about our purposes? About our principles? Have we adopted a style which is insistently moral without becoming moralistic? Do we administrators and policy makers impose regimens and instruments which are arguably thoughtful and fair” (p. 116).

Directions for the Inside/Outside Protocol

1. Have the group divide roughly in half. Have half sit facing each other in an inside circle. Have the rest sit facing toward the center in an outside circle.

2. Ask everybody to read the quote and underline a key sentence in it. Ask them to write a response to these questions: How is the viewpoint of the Sizers related to Hansen’s viewpoint? How is it different? (5 minutes)

3. Begin with the inside group (the outside group should be quiet, taking notes on what the inside group says). Have each person, round-robin style, share the underlined quote. Then pose the two questions for discussion. (10 minutes)

4. After time is up, have the inside and outside groups exchange places. Have the inside group (which used to be the outside group) continue the discussion, building on what they heard from the first inside group. (10 minutes)

5. While the new inside group talks, the new outside group should be taking notes, driving towards some conclusions or summary points. Have them share these, round-robin style. (10 minutes)

6. Then have the inside group turn its chairs to face those in the outside group and continue an open discussion. (As long as needed)
Activity #2

4 X 4

1. Create a grid like this on a piece of chart paper or a white board. Participants may want to make a similar chart themselves.

```
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

2. Then, have participants call out words that apply to Hansen’s article, one at a time. A recorder should write down each word, one per box, on the chart paper (and participants may want to do this themselves on their own grids).

3. After the grid has been completed, challenge participants to use as many (or all) of the 16 words in a single sentence to express what they understand about “Teaching Without Talking.” They may work individually, in pairs or triads, or in small groups.

4. Have individuals or groups read aloud their sentences (twice, in order to get understanding). Discuss their sentences.

APPLICATIONS

This Kappan Professional Development Guide was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

• Active engagement
• Relevance to current challenges
• Integration of experience
• Learning style variation
• Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001):

• Identifying Similarities and Differences
• Summarizing and Note-Taking
• Reinforcing Effort and Providing Recognition
• Homework and Practice
• Nonlinguistic Representations
• Cooperative Learning
• Setting Objectives and Providing Feedback
• Generating and Testing Hypotheses
• Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to PDKConnect.org to discuss this article with others. (First time users register at pdkintl.org to set up a user name and password.)
Digitalk: A New Literacy for a Digital Generation

By Kristen Hawley Turner

* Phi Delta Kappan 92, no. 1 (September 2010): 41-46

OVERVIEW OF THE ARTICLE
By valuing the language that adolescents use outside of school and engaging students in writing about content in less formal ways, teachers can focus writing on content and critical thinking, and they can give value to the literacy that students bring to class.

KEY POINTS
- *Digitalk* describes the grammar, usage, mechanics, spelling, and punctuation used to communicate by keyboard.
- It is a combination of talking and writing; it is “the new literacy of the digital generation.”
- Digitalk (netspeak and textspeak are already obsolete) has a sophisticated grammar and a pattern of usage including spelling, punctuation, and capitalization that are as complex as Standard American English.
- The author assigned students to conduct a book discussion via IM (instant messaging).
- She was surprised at the depth of their thinking and content discussion.
- Sixty percent of students don’t see “the writing they are doing electronically” as real writing (Pew); they are “digital natives.”
- As they have been in the past, forms of writing other than Standard American English have been denigrated.
- Students need to learn about language, audience, purpose, and code-switching according to all three; teachers can help them identify patterns and conventions in the language they use — digitalk, for example — and apply it to language used for other purposes.
- Teachers help students learn these concepts when they begin with a language that students know well.
- “If language is less of an issue than content in some assignments…then teachers might encourage students to use digitalk.”
- Language purists will be disturbed about schools recognizing digitalk and using it for some assignments, and the author acknowledges that all “students must learn academic English.”

FULL VALUE
The tension between education as conservative and education as culturally relevant is apparent in this article. Education in the conservative sense strives to preserve the culture (Standard American English, for example) and transmit it to future generations. Education as culturally relevant is flexible and attentive to current cultural norms and practices. Of course, in “real life,” education must both pass on the traditions and be relevant to the world today.

Digitalk is the current idiom, and educators can make a case that it, like African-American Vernacular English, bilingualism, slang, and informal language, has a place alongside Standard American English. Teachers can take advantage of the complexity and currency (in both senses of the word) and use it to help students express their thinking and understand the features of language.
DEEPEN YOUR THINKING
Choose one or more of these individual inquiry topics for thinking and writing.

1. How easy was it for you to translate the discussion between Lily and Michael?
2. To what extent do educators need to think about access when they assign digital work?
3. To what extent do you think the discussions of the novel were richer than what students might have written using a computer program or a pen and paper?
4. What are the advantages of having students use their “home language” to discuss what they are learning in school? Disadvantages?
5. What aspects of grammar and usage, spelling, punctuation, and capitalization could be taught through digital talk?
6. How persuasive is it that research has found that students are writing more than ever now, often using digitalk?
7. To what extent does using a nonstandard form of language degrade Standard American English?
8. Does acknowledging digitalk threaten standards and rigor?
9. To what extent should teachers “build on students’ home literacy” to “help them acquire academic language?”
10. To what extent will students “have trouble switching from digital language to Standard English?”
11. What ideas do you have for harnessing the power of digitalk to help students learn in their classes?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1
Use the Three Levels of Text protocol to discuss the article.

Step #1: Skim the article again. Underline one sentence that’s most important to your understanding of the article. Underline one phrase (not part of the sentence you chose) that’s most important to your understanding of the article. Underline one word that’s most important to your understanding of the article.

Step #2: Have each member of your group, one at a time, share his/her underlined sentence, perhaps showing others where the sentence is in the article. Do not discuss.

Step #3: Repeat with the phrase and with the word. Refrain from discussing any of the sentences, phrases, and words so that all members of the group can share their ideas.

Step #4: Once all ideas are out, begin your discussion with any sentence, phrase, or word.

Activity #2
In your group, think about and discuss this quote from Carl Sandberg:

_Slang is a language that rolls up its sleeves, spits on its hands and goes to work._

How does it apply to Turner’s article? How does it apply to using digitalk in schools?

Activity #3:

VISUAL DIALOGUE
Put the following diagram on a large piece of chart paper or on a white board. Working together, list reasons for and against using digitalk for school work. At the end, adjust the balance bar to show where you think you are as a group.

**APPLICATIONS**

This *Kappan Professional Development Guide* was created with the characteristics of adult learners in mind (*Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide*, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms *(from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001):

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to [PDKConnect.org](http://PDKConnect.org) to discuss this article with others. (First time users register at [pdkintl.org](http://pdkintl.org) to set up a user name and password.)
The Dutch Experience with Weighted Student Funding

By Edward B. Fiske and Helen F. Ladd

*Phi Delta Kappan* 92, no. 1 (September 2010): 49-53

OVERVIEW OF THE ARTICLE

The Dutch have clearly demonstrated that a developed country can use weighted student funding and maintain such a system over a long period of time. However, structural, political, and cultural differences may make it hard to establish such a system in the United States.

KEY POINTS

- Weighted student funding (WSF), long a process of funding in the Netherlands (from 1985 to the present), has been adopted by some large U.S. districts and fulfills both conservative and liberal aspirations for school funding.
- In WSF, money follows the student but is weighted according to the need of the student.
- Students needing more resources are funded at a higher rate than those who don’t need extra resources (from 1.25 for students whose parents had low education to 1.9 for students whose parents were poorly educated immigrants).
- Later, the formula was modified to eliminate the immigrant category and look entirely at the education levels of both parents.
- There are key differences between the Dutch and U.S. funding systems.
- 90% of Dutch funding of primary schools comes from the national government.
- Parental choice in the Netherlands is universal and the national government funds all types of schools.
- Dutch schools have considerable administrative autonomy, with school boards managing the money and other key aspects of logistics but not running schools.
- Schools need at least 9% of their students meeting weighted requirements in order to receive extra funding; most of these schools are in urban centers in the Netherlands.
- The extra funding has enabled Dutch schools to hire more teachers and more support staff.
- The U.S. does not fund schools from the federal level and there are “widespread disparities in school spending across states.” Federal programs such as Title I do not compensate for these disparities.
- In the U.S., “large urban districts” are “at a disadvantage because they have a disproportionate number of challenging students.”
- In the U.S., “schools serving the most disadvantaged students are often shortchanged by receiving the least qualified teachers.”
- It’s politically and financially difficult to weigh funding at the district level.
- “Using WSF at the district level does nothing to address funding disparities among districts.”
- While in the Netherlands, the WSF approach has been sustained since 1985, the turnover in policy makers and administrators in the U.S. mitigate against stability — each newcomer wanting to make his/her “mark.”
- Dutch social values related to “the importance of pluralisms and tolerance,” not disadvantaging any person because of “poverty, poor health, or inadequate education” are strong.
- Schools in the Netherlands are not expected to address all the needs of youth by themselves; health care is integrated with education, for example.
FULL VALUE

The issues of equality and equity are key in this article. Equal funding does not provide equity. Dutch policy makers addressed this problem in the 1980s; the United States has not yet found a solution to the problem of ensuring equity across district and state boundaries. Large U.S. districts, such as Houston, Seattle, and San Francisco, that have tried weighted student funding (WSF) have not found it as successful as the Dutch have for a variety of reasons. “For example, the Houston, Texas, school district set the relatively low weight of 0.15 for low-income students and the almost comparable 0.12 weight for gifted students.” The authors suggest additional money from districts (rather than the federal government) is not enough and weighting might not reflect real costs.

What’s most troubling is the authors’ conclusions about differing social values. Specifically, the Dutch value “pluralism and tolerance” and are “offended at the thought that any particular group of people is put at a disadvantage because of such avoidable circumstances as poverty, poor health, or inadequate education. This general acceptance of what is, in effect, a group-based affirmative action policy is an important reason for the durability of WSF in the Netherlands.”

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. What have been your experiences with school funding in the United States? From what perspective did you read this article?
2. What words would you use to describe school funding in the United States?
3. What would political conservatives and liberals in the United States find most attractive about weighted student funding (WSF)?
4. What are some of the reasons that U.S. schools are funded by states rather than by the federal government? Who benefits most from the policy of state funding of education?
5. The Dutch have a 1918 policy of “freedom of education.” To what extent has the United States implemented similar policies?
6. What do you think “vertical equity” means?
7. Would families in the U.S. be more or less likely to move from a district that received extra funding for needy students to a district that received less funding (because it had fewer needy students)?
8. How well does the U.S. government “make up for” widespread disparities in state funding? How well do states “make up for” widespread disparities in district funding?
9. To what extent would WSF ease the problem of some districts having the least qualified teachers?
10. To what extent do you agree with the authors that WSF would not work in the United States? Because of the lack of centralized funding? Because of the discontinuity of policy? Because of social values?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION:

Activity #1

Draw a SWOT chart, below, on a large piece of chart paper or a whiteboard.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
</tbody>
</table>
As a group, consider how well WSF would work in the United States and write your ideas in the appropriate boxes. Generally, the categories of strengths and weaknesses require that participants look inward — at what is going on in a system. So consider the United States' system of educational funding in terms of strengths and weaknesses. Also consider the strengths of weaknesses within WSF.

Generally, the categories of opportunities and threats require participants to look outwards. What is happening outside the school system that might prove to be an opportunity for WSF? What might prove to be a threat to implementing WSF in the United States?

**Activity #2**
Engage in a little creative thinking about this topic. What is school funding in the Netherlands most like? What is school funding in the United States most like? Why?

To get you started, here are some categories for your comparison:

- Container
- Plant
- Animal
- Recreation
- Game
- Animal
- TV show
- Person
- Sport
- Kitchen item
- Movie
- Piece of art
- Book
- Business
- Hobby
- Vehicle

Chosen category: _________________________________________

Specific item in category: _________________________________________

How X is like this category:

**Activity #3**
Individually think about (and write about, if you’d like) this quote as it applies to the article on WSF:

“School finance is not simply a matter of dollars and cents. Rather, the amount of funding available, the way those funds are allocated, and the resources they provide are indicators of our collective hopes and priorities for public education.”

APPLICATIONS

This *Kappan Professional Development Guide* was created with the characteristics of adult learners in mind (*Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide*, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

• Active engagement
• Relevance to current challenges
• Integration of experience
• Learning style variation
• Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001).

• Identifying Similarities and Differences
• Summarizing and Note-Taking
• Reinforcing Effort and Providing Recognition
• Homework and Practice
• Nonlinguistic Representations
• Cooperative Learning
• Setting Objectives and Providing Feedback
• Generating and Testing Hypotheses
• Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to [PDKConnect.org](http://PDKConnect.org) to discuss this article with others. (First time users register at [pdkintl.org](http://pdkintl.org) to set up a user name and password.)
Why Don’t Teachers Collaborate? A Leadership Conundrum

By David Piercey

*Phi Delta Kappan* 92, no. 1 (September 2010): 54-56

**OVERVIEW OF THE ARTICLE**

If leaders are to foster collaboration, they must first change their own attitudes toward leadership.

**KEY POINTS**

- School improvement requires teacher collaboration.
- Educators may know how to collaborate but they don’t often engage in collaboration.
- One reason for lack of collaboration may be confusion about the terms *collaboration* and *team* and what assumptions underlie these terms.
- There are characteristics of bad and good teams (Lencioni 2002).
- Educators are historically and culturally not accustomed to collaboration.
- Leaders who mandate collaboration set up a tension in the system.
- Organizational structures reinforce tendencies not to collaborate.
- Basically, educators need to rethink the relationships in school to enhance collaboration.
- Six conditions are necessary for collaboration, including parity among individuals.
- Essentially leaders need to change their attitudes about leadership in order to invite people to collaborate; this concept is related to servant leadership.
- Teachers who don’t collaborate may not be doing so because of the messages they’re getting from their leaders.

**FULL VALUE**

*Leadership* has a variety of meanings. The dictionary definition is straightforward: A leader is the one in charge. This definition suggests that the leader has the ideas, organizes them, and makes sure they are acted upon. The definition implies a hierarchy: the leader and the followers. Schools have been operating under this definition of leadership for centuries, whether this person is called a principal or a head teacher, a superintendent or the chief executive officer of a district.

What if research finds that teacher collaboration improves schools? The leader simply mandates collaboration, right? Wrong. The conundrum of collaboration lies in the meanings of collaboration and teamwork. Teams may be assigned and given time to work together, but that doesn’t mean members will collaborate, a very subtle behavior based on assumptions and beliefs that have little to do with hierarchies. Leaders, therefore, need to rethink their roles, learn new skills, model collaboration, and then transform their organizations.

**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. To what extent do you agree with the Jung quote at the beginning of the article: *Only an accumulation of individual changes will produce a collective solution.* What experiences have you had related to this quote?
2. *Modal* describes the means (mode) by which someone accomplishes something. When the author says, “But the modal behavior in schools has changed little over the years?” what is he talking about in your mind?
3. How do the words collaboration and team go together in your mind? Is it possible to have collaboration without a team? A team without collaboration?

4. In terms of your own experiences with teams, what are the characteristics of a bad team? A good team?

5. What could a leader do rather than mandate collaboration?

6. How do the words associated with hierarchies, subordinate and superordinate work in terms of the people with whom you work?

7. Is there ever too much collaboration? When? Are there activities in a school that don’t require teams? When?

8. Which of these six conditions for collaboration are most important to you? Least important?
   - Is based on mutual goals;
   - Requires parity among participants;
   - Depends on shared responsibility for participation and decision making;
   - Requires shared responsibility for outcomes;
   - Requires that participants share resources; and
   - Is a voluntary relationship (Friend and Cook, 1992).

9. What does it mean for leaders to engage in self-realization and self-transformation?

10. What are some attitudes about leadership that teachers need to change?

11. What does servant leadership mean to you? How does it apply to everyone in a school or district?

**EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION**

**Activity #1**
Engage with your colleagues in a mock debate. The topic is: Principal attitudes are key in making collaboration work. Arbitrarily assign half the group to the PRO side of the debate and half to the CON side.

1. Give each side a chance to prepare a two-minute statement for that side. (5 minutes) Have them elect two spokespersons from that side, so that there is are PRO 1 and 2 and CON 1 and 2.

2. Have PRO 1 side go first, making the case for the PRO side of the argument. Those on the CON side should be taking notes. (2 minutes)

3. Have CON 1 go next, then PRO 2 and CON 2. (2 minutes each) The other side should be taking notes in preparation for rebuttal.

4. Give the PRO and CON sides time to prepare their rebuttals. (5 minutes)

5. Have CON 1 go first with a rebuttal (2 minutes), followed by PRO 1, CON 2, and PRO 2, each taking 2 minutes to speak and without being interrupted by each other.

6. Discuss the issues each side brought up and how they apply to schools you know.

**Activity #2**
Teams, especially those doing protocols related to student work and educator practice, have some inherent tensions According to Tina Blythe and David Allen in their book *The Facilitator’s Book of Questions: Tools for Looking Together at Student and Teacher Work* (New York: Teachers College Press, 2004), teams experience these tensions:

- The tension between talking and listening
- The tension between discipline and play
- The tension between safety and risk
- The tension between individual learning and group learning
David Piercey talks about a tension related to collaboration: mandating it or leading it. Working together, choose any of these tensions and name others related to collaboration and leadership. Use the following chart, which may be put onto chart paper or a white board, and try to think of ways to ease the tension (or, use the tension to heighten collaboration).

<table>
<thead>
<tr>
<th>Tension Between This . . .</th>
<th>. . . And This</th>
<th>And How It Might Be Eased (Or Used)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity #3**

Here are some definitions of the word “team” that do not exactly fit the idea of what teams mean in schools. . . or do they? Work with your group to extract from each nondefinition the ways it might work to describe school teams. Have fun!

- A contemporary Slovakian pop/rock music band. They are most famous for a single from their third album which was called “Drzím ti miesto.”
- A group on the same side
- Two or more draft animals used to pull a vehicle or farm implement
- A collection of the best talent

**Activity #4**

In one of his books on servant leadership, Robert Greenleaf wrote:

Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?


With your colleagues, think about a school in which servant leadership is standard. What differences would you see? Make a mind map like the one shown — change its categories if you’d like — and invite everyone to take a marker and contribute to it. Discuss results.
APPLICATIONS

This Kappan Professional Development Guide was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001).

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to PDKConnect.org to discuss this article with others. (First time users register at pdkintl.org to set up a user name and password.)
What Educators Need to Know About Bullying Behaviors

By Sandra Graham

Phi Delta Kappan 92, no. 1 (September 2010): 66-69

OVERVIEW OF THE ARTICLE

Even though the empirical base [about bullying] has increased dramatically during these last 10 years, many widespread beliefs about school bullying are more myth than fact.

KEY POINTS

• “Anywhere from 30 to 80% of school-aged youth” experience bullying, as many as 10 to 15% chronically.

• Bullying is also known as peer victimization and can be “physical, verbal, or psychological abuse that occurs in and out of school, especially where adult supervision is minimal.”

• Those who bully intend to cause harm and establish an “imbalance of power between perpetrator and victim.”

• “Myth #1: Bullies have low self-esteem and are rejected by their peers.” Reality: They may think highly of themselves and be popular because of their bullying.

• “Myth #2: Getting bullied is a natural part of growing up.” Reality: Bullying does not build character or help individuals overcome their personal problems.

• “Myth #3: Once a victim, always a victim.” Reality: By 8th grade, most students who have been bullied are no longer being bullied. An exception is students who have certain personalities, such as shyness.

• “Myth #4: Boys are physical and girls are relational victims and bullies.” Reality: There are both physical and relational bullies — the two go together — and may be gender-based until middle adolescence, when bullying becomes more relational than physical and less gender-based.

• “Myth #5: Zero tolerance policies reduce bullying.” Reality: These policies “often don't work as intended and can sometimes backfire,” especially for black youth, who are suspended and expelled more than other students. Policies need some flexibility for situational differences.

• “Myth #6: Bullying only involves a perpetrator and a victim.” Reality: Assistants, enforcers, and victim defenders are involved, with those who aid a victim rare.

• Suggested interventions include reacting to the myths (for example, not accepting that bullies have low self-esteem, but, rather, anger and blame problems); help with gaining self-esteem for the victims; and encouragement of others to oppose bullying and bullies.

• Schoolwide approaches show modest improvements because schools are complex and the approaches may not transfer well from one to another school.

• Teachers appear to be “reluctant to wholly embrace bullying interventions.”

• Never ignore bullying incidents — which bullies may expect. Use them as “teachable moments.”

• Victimization is predictable: “being different from the larger peer group.” So, work with students on differences, diversity, and the value of safety.

FULL VALUE

Six myths may, themselves, cause educators not to take appropriate steps to curb bullying. Teachers may not enforce bullying policy because they adhere to the myths. For example, if educators believe that self-esteem is an issue for bullies, they might target that rather than anger and blaming others that bullies often express when they engage in peer victimization. School culture has a lot to do with bullying, especially if students see bullies as their heroes or “cool.” Nobody needs bullies to “grow up,” so no
bullying should be excused. Bullying can be physical (clearly seen) or psychological (not as clearly seen) and perpetrated by both girls and boys. No matter who originates it or what shape it takes, bullying needs to be addressed, for the good of bullies and their victims, students and staff around them, and the entire culture of a school.

**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. To what extent were you surprised by the statistics related to bullying? What are some larger cultural changes that might be related to the percentage of students who are victims of bullying?
2. What kinds of bullying do schools pay the most attention to: physical, verbal, or psychological? Why?
3. If most bullies are not causing conflict to resolve a self-esteem problem — according to the research — why is bullying a matter of power?
4. Why do you think bullies are thought of as “cool”? Do you believe this has always been the case in schools? What has changed in schools that might have resulted in bullies being seen by their peers in a positive light?
5. Do any students deserve to be picked on? In what situations? In what situations should a teacher ignore a bully?
6. What kinds of students are chronic victims of bullying in a school you know? What is being done to help them disengage from this role?
7. What policies guide the approach taken to bullying in a school or district you know? How effective are these policies?
8. How can schools discourage bullies and encourage defenders of victims?
9. What role does self-esteem play for bullies and their victims? How can self-esteem be increased in schools?
10. What are the “unowned places” in schools you know? How can these be “owned” so that they are not convenient places for bullying?
11. When and how would teachers who have witnessed bullying incidents use the “teachable moment” to help bullies, their victims, and others around them?
12. To what extent is “tolerance” the right word for what schools should do regarding differences?

**EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION**

**Activity #1**

Here is a case study based on a real situation:

On the second day of 8th grade, a girl in Emily's class shoved her into the road. Thinking she was playing, Emily shoved her back. Rumors began circulating at school and Emily gained a reputation. The girl was part of a group of girls who continued to spread rumors about Emily; they also began stalking her in the playground. Some of the teachers, believing the rumors about Emily, accused her of bullying the other girl, and cautioned her parents about her behavior. Roughly once every two weeks Emily's parents would meet with the principal to try to convince him that Emily was the victim. No one in authority admitted that bullying existed at the school. Nothing was done. For three years, the bullying continued with silent phone calls, threats, and occasional physical incidents. Each time, after Emily or her parents complained, the teachers would glare at her in the hallway. After the bully graduated, the rest of the group of girls continued the bullying. Once, when they cornered Emily against the wall, a teacher approached them and threatened Emily with further punishment if she continued her behavior. The teacher then sent the other girls back to the playground.

(http://pathwayscourses.samhsa.gov/bully/pdfs_bully/case-study-2.pdf)
Use the following case study protocol (from Joellen Killion, personal communication) to discuss the case:

**Purpose:** To explore the related issues in a case and consider various perspectives, not to “solve” the case.

**Step #1:** Preview the case discussion protocol. Stress the goal. Ask participants to use data from the case to support their responses whenever possible. (2 minutes)

**Step #2:** Set a few norms with the team, e.g., encourage members to participate; listen to understand; honor the protocol, etc. (2 minutes)

**Step #3:** Allow participants to read the case. (5 minutes)

**Step #4:** Ask participants to describe the key elements of this case. This step is just to collect facts — not interpretations or possible solutions. (6 minutes)

**Step #5:** What problems lie within this case? What are the issues? (6 minutes)

**Step #6:** What are the beliefs or values of the key stakeholders? (6 minutes)

**Step #7:** If you were in charge of this situation, what are three things you would do and why? (6 minutes)

**Step #8:** What barriers do you perceive you might encounter? How would you address these barriers? (6 minutes)

**Step #9:** Debrief your work. (4 minutes)

**Activity #2**

**Fishbone analysis**

Use this process (also known as the Ishigawa process for its inventor) to analyze cause and effect and look for root causes.

1. Draw the “fish” on a large piece of chart paper or white board.
2. Label the head of the fish with “Bullying.”
3. Brainstorm some causes of bullying. (5 minutes)
4. Then have participants put the causes of bullying, on each “bone” of the fish (by either writing them with markers or putting them on a sticky note and putting them where they belong). They can list cause of causes by creating little fishbones off each large fishbone. They can even add smaller fishbones to the little fishbones.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. As they place the stickies or write their categories, they should discuss what they are doing and solicit ideas and opinions from others.
6. Once done with this fish, they might create another one called “No More Bullying.” They should follow the same steps with “No More Bullying.”
APPLICATIONS

This Kappan Professional Development Guide was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

• Active engagement
• Relevance to current challenges
• Integration of experience
• Learning style variation
• Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001).

• Identifying Similarities and Differences
• Summarizing and Note-Taking
• Reinforcing Effort and Providing Recognition
• Homework and Practice
• Nonlinguistic Representations
• Cooperative Learning
• Setting Objectives and Providing Feedback
• Generating and Testing Hypotheses
• Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to PDKConnect.org to discuss this article with others. (First time users register at pdkintl.org to set up a user name and password.)
Inside the Black Box: Raising Standards Through Classroom Assessment

By Paul Black and Dylan Wiliam

*Phi Delta Kappan* 92, no. 1 (September 2010): 81-90 (digital edition exclusive)

**OVERVIEW OF THE ARTICLE**

There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement.

**KEY POINTS**

- Raising standards is important but cannot be done unless more direction is given to teachers in the classroom, which, without support, can be considered a “black box.”
- It is not enough to say “It is up to teachers.” It’s unfair to leave them with the ideas for improvement but not to help them with implementation.
- Formative assessment is the heart of what happens in the classroom, but it is not widely understood nor practiced.
- The research literature provides ample evidence (effect size) that improving formative assessment raises standards: “Improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall” (p. 83).
- Teachers do not employ formative assessments more frequently for a variety of reasons.
- Formative assessment is often confused with summative assessment, which is competitive, provides marks or grades, is managerial (associated with record keeping and administrative decisions), and has a negative impact on most students.
- National external tests dominate in many countries, including England, Wales, and the United States, making it hard for teachers to focus on internal, formative assessments.
- Students, who are accustomed to summative and external tests, may be uncomfortable with formative assessments, which provide feedback about learning needs that both the teacher and the students should attend to.
- One of the problems with formative assessments is that they require thorough understanding about what students are to learn . . . and communication of those requirements so that students can engage in self-assessment.
- Formative assessment is an integral part of learning and should be incorporated naturally into lesson and unit plans.
- Formative assessment is essentially a dialogue between teacher and students, with enough time for students to think about the teacher’s questions; they can be an “occasion for learning.”
- The key to formative assessment is that it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks.
- Beliefs about teaching and learning may hinder teachers from using formative assessments (for example, not seeing the process as interactive).
- Policy makers need to see that the “prime locus” for raising standards is in the classroom and, therefore, look to how to support teaching and learning in the classroom; they can look for ways to reduce obstacles to making changes.
- Professional development can help teachers make improvements in their own classrooms.
- One way of instituting professional development related to formative assessment is to support one school in a district or region and help its staff share learning with other educators, thus creating “live examples” of formative assessment in use.
- To the extent possible, educators should clearly distinguish between summative and formative assessment — for teachers, their students, administrators, and community members.
FULL VALUE

A black box is used in science and engineering to designate an opaque body into which something goes and out of which something else emerges. It looks like this:

The authors of this article suggest that the black box is what goes on in classrooms. Educators can change the inputs all they want, but unless they really understand what’s going on in the classroom — the black box — they won’t be able to affect what comes out of it. Making the box transparent is one solution to making inputs more effective. Understanding how teachers approach assessment — both formative and summative — helps policy makers and educators target improvement efforts, such as standards, and raising standards so that they’ll have an effect on student learning.

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. What would you put into the black box of the classroom? What do educators, researchers, and policy makers not understand about what happens in classrooms?

2. What inputs — reform efforts — have occurred in the past decade or so that haven’t been realistic about what's in the black box?

3. This article was originally published in 1998. What has changed about education since 1998? How are classrooms different? Does the concept of the black box work for classrooms in 2010? Do we still lack fundamental knowledge about how students learn?

4. To what extent does the phrase “it's up to teachers” work today? To what extent can changes in the classroom be effected by classroom teachers?

5. From your point of view, why don’t teachers use formative assessments more?

6. The authors report that in Switzerland teachers who want to “practice formative assessment” need to “reconstruct the teaching contracts so as to counteract the habits acquired by his pupils” (Perrenoud 1991). What kinds of contracts do U.S. students have with their teachers? How do those need to be changed for today's classrooms?
EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1
Working with others and engaging in dialogue, complete this grid related to types of assessment:

<table>
<thead>
<tr>
<th>Teachers' Roles</th>
<th>Pre-Assessments</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>State or National Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beliefs about teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What they do before the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What they do after the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' Roles</th>
<th>Pre-Assessments</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>State or National Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beliefs about themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What students do before taking the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What they do afterwards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Administrators' Roles</th>
<th>Pre-Assessments</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>State or National Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beliefs about teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What they do before the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What they do afterwards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity #2
The authors suggest that schools need a Culture of Success. Using the following Bookend Protocol, think about and discuss what label you would give to the schools you know best and why. (P.S. You don't need to name the school.)

Bookend Protocol

Step #1: Free writing on the topic. Each member of the group should write freely on the topic, thinking of a school and a label appropriate to its culture. (Up to 5 minutes)

Step #2: Begin with the person whose birthday is closest to today's date. This person should present — uninterrupted — the label and details about why that label is important. Participants should take notes on what they heard. (Up to 3 minutes)

Step #3: Continue around the group, with each person presenting a label and evidence related to that label. (Up to 3 minutes each)

Step #4: Then open up the conversation for general discussion of labels for today's schools. What label would you give a school that engaged rigorously in formative assessment? (Up to 10 minutes)

Step #5: Conclude the protocol by going around the group, one person at a time, as in Steps #1 and #2, contributing a summary or conclusion statement. (Up to 1 minute each)
APPLICATIONS

This *Kappan Professional Development Guide* was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers' Professional Development: A Principal's Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001).

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to [PDKConnect.org](http://www.pdkconnect.org) to discuss this article with others. (First time users register at [pdkintl.org](http://www.pdkintl.org) to set up a user name and password.)
About the Author

Lois Brown Easton is a consultant, coach, and author with a particular interest in learning designs — for adults and for students.

She recently retired as director of professional development at Eagle Rock School and Professional Development Center, Estes Park, Colo. From 1992 to 1994, she was director of Re:Learning Systems at the Education Commission of the States (ECS). Re:Learning was a partnership between the Coalition of Essential Schools and ECS. Before that, she served in the Arizona Department of Education in a variety of positions: English/language arts coordinator, director of curriculum and instruction, and director of curriculum and assessment planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to educational journals. She is currently co-president of the Colorado Staff Development Council.

She was editor and contributor to Powerful Designs for Professional Learning (NSDC, 2004 & 2008). Her other books include:

- The Other Side of Curriculum: Lessons From Learners (Heinemann, 2002);
- Engaging the Disengaged: How Schools Can Help Struggling Students Succeed (Corwin Press, 2008) — winner of the Educational Book of the Year Award from Kappa Delta Gamma in 2009;
- Protocols for Professional Learning (ASCD, 2009);
- PLCs by Design: Helping Schools Help Struggling Students (NSDC and Corwin Press, in press).

Easton lives and works in Colorado.