SUPPLEMENT TO
Phi Delta Kappan
PROFESSIONAL DEVELOPMENT DISCUSSION GUIDE
for the December 2011/January 2012 issue
By Lois Brown Easton
2012 INSTITUTES

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Overview

The Professional Learning Communities at Work™ process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. These institutes give you and your team the knowledge and tools to implement this powerful process in your school or district.

As you delve deep into the three big ideas of a PLC—focus on learning, build a collaborative culture, and results orientation—you will gain specific, practical, and inspiring strategies for transforming your school or district into a place where all students learn at high levels.

Why Attend

The Presentation
Leading experts deliver keynote presentations and breakout sessions designed to develop your capacity for building a PLC. Explore the three big ideas essential to sustained school improvement and higher levels of learning for all.

The Passion
Feel the energy and enthusiasm from authors you know and trust. Join thousands of your colleagues who have been transformed by these events. Return to your school or district inspired, informed, and ready to build a PLC.

You will learn how to . . .
- Build the capacity of staff to function as a PLC.
- Use the PLC process to sustain continuous school improvement.
- Create a focus on learning.
- Develop systems of intervention and enrichment for students who experience difficulty and for those who are already proficient.
- Create a collaborative culture.
- Use evidence of student learning to inform and improve professional practice.
- Build consensus for change.

3 Big Ideas That Drive a PLC

Focus on LEARNING
The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1) What do we want students to learn? What knowledge, skills, and dispositions will each student acquire as a result of each course, grade level, and unit of instruction?
2) How will we know if they are learning? Are we monitoring each student’s learning on a timely basis?
3) What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4) What will we do if they already know it?

Build a COLLABORATIVE CULTURE
- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

RESULTS ORIENTATION
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

“After several months of research and dialogue with practitioners throughout the nation, it became apparent that the hype was real. PLCs . . . are being used by schools and districts of all sizes and demographics to make significant impacts on student achievement.”

—Evaluating Professional Learning Communities: Final Report
An APQC® Education Benchmarking Project
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Using this guide

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

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Getting religion right in public schools

By Charles C. Haynes

*Phi Delta Kappan, 93 (4), 8-14*

**OVERVIEW OF THE ARTICLE**

Educators can no longer endorse or censor religious expression in schools; they must accept the critical role of religion in history and contemporary society and use consensus guidelines to design civil public schools and teach about religion.

**KEY POINTS**

- The United States is the most religiously diverse nation on Earth.
- Religious illiteracy may contribute to the rising number of hate crimes based on misunderstandings about others' religions.
- Ignoring religion in schools (or wrongly promoting or prohibiting it) denies the fact that most U.S. and global conflicts arise from religious differences; to have a more civil society, students need to learn about religion in schools that practice civility.
- Two historical approaches to religion in the schools (preferring one religion over another or purging religion in schools) have failed; however, they're being replaced by consensus models based on the religion clauses of the First Amendment.
- The First Amendment guarantees freedom of appropriate student religious expression as well as an academic focus on religions.
- Educators are exploring how to teach about religion as part of a complete education while remaining neutral about religions.

**FULL VALUE**

The author asks, “Whose schools are these?” This is a huge, enduring, and fundamental question in education. Patricia Moor Harbour, writing for the Kettering Foundation, comments that, even though “public ownership of and responsibility for education is at the heart of our democracy . . . parents, citizens, and the public [have felt] isolated from the education process.”

Isolation changed to activism upon the release of *A Nation at Risk* (1983), which exhorted parents and communities to “do something.” They began to pressure schools, which “pushed back, and adversarial relationships deepened between schools and the public. Education became a political battlefield of blame and shame.”

As a superintendent, Harbour noted, “citizens spoke with their feet and with their vote. Flight from public schools and failed bond levies increased. Partisan politics, rhetoric, harsh media stories, and territorial battles prevailed. Public education, in crisis, was caught between the demands of a powerful mayor, a ‘stand-her-ground’ superintendent, intervening city council members, outspoken angry parents . . . frustrated business and influential community leaders.” Furthermore, “school board members, who were perceived as concerned more with their personal political agendas, failed to achieve a policy level necessary to meet educational goals crucial for students’ achievement and community aspirations.”

More recently as a researcher, Harbour has noticed a change as a “ ‘village’ of citizen teachers, individuals, institutions, organizations, and communities focused on the growth, development, education, and well-being of youth in their communities” has begun to take charge.

**DEEPEN YOUR THINKING**

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

1. Before reading the article, would you have guessed that there is “more student religious expression and more study about religion in public schools today than at any time in the last 10 years”?
2. What do you know about the First Amendment to the Constitution?
3. Why would “getting religion right” in schools be important to you?
4. How widespread is “religious illiteracy” in your educational environment?
5. What examples do you have of the first or second “failing” models for religion in schools (privileging one religion and religion-naked public schools)?
6. What are the differences among these three phrases: teaching religion, teaching a religion, and teaching about religion?
7. What would a “civil” school be like in today's society? Can “civil” schools be created?
EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Work with colleagues to consider some of the key questions addressed in Charles Haynes’ publication, *A Teacher’s Guide to Religion in the Public Schools*. Use the following grid to consider these questions in relationship to your own districts and schools.

<table>
<thead>
<tr>
<th>Key questions</th>
<th>Degree of importance to us (1 = low; 10 = high)</th>
<th>What we need to know about this guideline</th>
<th>What we might do related to this guideline</th>
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</thead>
<tbody>
<tr>
<td>1. Is it constitutional to teach about religion?</td>
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<td>2. Why should study about religion be included in the curriculum?</td>
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<td>3. Is study about religion included in textbooks and standards?</td>
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<td>4. How should I teach about religion?</td>
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<td>5. Which religions should be taught and how much should be said?</td>
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<td>6. May I invite guest speakers to help with study about religion?</td>
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<td>7. How should I treat religious holidays in the classroom?</td>
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<td>8. Are there opportunities for teacher education in study about religion?</td>
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<td>9. What are good classroom resources for teaching about religion?</td>
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<td>10. What is the relationship between religion and character education?</td>
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<td>11. May I pray or otherwise practice my faith while at school?</td>
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<td>12. How do I respond if students ask about my religious beliefs?</td>
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<td>13. May students express religious views in public schools?</td>
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<td>14. May students express religious views in their assignments?</td>
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<td>15. How should public schools respond to excusal requests from parents?</td>
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<td>16. May public schools accommodate students with special religious needs?</td>
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References


OVERVIEW OF THE ARTICLE

Separation between “church” and state has long been a Constitutional given, but with 78.4% of adults identifying themselves as Christian (and their children likely to identify themselves as Christian), the remaining 21.6% of students may find their social and academic well-being challenged in American schools.

KEY POINTS

- Students from religious minorities (including atheists and those who profess no religion) may face both overt and subtle examples of “Christian privilege” in their schools.
- Research into the social and academic well-being of students from religious minorities is hampered because of reporting limitations, the fact that family affiliations aren’t necessarily student affiliations, the variation of religious beliefs within families, and the level of religious commitment expressed by a family.
- Students may feel ashamed, different from others, discriminated against, bullied, focused upon as a spokesperson for their religion, and reluctant to share anything about their religion, perhaps leading to isolation.
- Academically, students who are challenged by discrimination or stigmatization may lose focus on learning.
- On the other hand, those who have strong religious commitment may be supported as learners through religious activity not always recognized as “school-worthy” (such as oral Scripture reading or ushering at religious ceremonies).
- The author provides a variety of ways educators can help students meet the challenge of being religiously diverse; these focus on open and respectful communication.

FULL VALUE

The First Amendment for All web site (1forall.us) addresses specific questions educators have about the First Amendment’s effect on schools. For example, in answer to the question “Does the First Amendment apply to schools?” web site authors respond, “Yes. The U.S. Supreme Court ruled in Tinker v. Des Moines Independent School District that students do not ‘shed’ their free-speech rights ‘at the schoolhouse gate.’ This means that public school students retain some level of free-expression rights, even during the school day.”

However, students do not have “the same level of First Amendment rights as adults” — their “rights must be considered against the special characteristics of the school environment.” While they can pray and discuss religion in school, they cannot “substantially disrupt school activities.” If the school punishes a student for praying or discussing religion in a nondisruptive way, this would “indicate hostility toward religion and violate the basic First Amendment principle that the government may not punish a particular viewpoint.” Finally, “school officials can make sure that students are not speaking to an audience that is forced to hear them, or that they are not harassing others by overzealously advocating their religious beliefs.”

DEEPEN YOUR THINKING

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

1. How religiously diverse were the schools you attended? What do you remember about the culture of these schools?
2. How religiously diverse are the schools you’re associated with professionally? What do educators at these schools do to create an open and safe atmosphere for these students?
3. How could American public schools be considered examples of Christian privilege?
4. How do schools help students who are considered minorities (in any sense of the word)? For example, are there zero-tolerance policies, religious-accommodation policies, and programs and trainings to enhance cultural and religious sensitivity?
5. In your experience, how do religious institutions help minority religious students cope with school policies and practices that might be considered discriminatory?
OVERVIEW OF THE ARTICLES

In these two articles, the authors contemplate the teaching role from the viewpoint of religious belief. Eckert declares that teaching is a vocation, much like a calling. Faith and teaching cannot be separated, James says, declaring that strong religious beliefs (evangelicism, for example) challenge how well teachers can promote democracy with its respect for different points of view. Eckert avers that teachers with strong beliefs can still teach democracy; James believes teachers need to separate their personal religious beliefs from their teaching.

KEY POINTS

• **Eckert:** Teaching is both a moral and intellectual practice; what teachers believe is as/more important than their teaching skills.
• **Eckert:** In addition to deep content knowledge and instructional skills, teachers must be clear about their own habits of mind (intellectual dimension), desire for goodness (moral goodness), community and global engagement (civic dimension), and dispositions, virtues, and qualities to accomplish goals (performance) in order to teach these to students without impinging on students’ own religious beliefs.
• **Eckert:** Historically, faith and religious belief have led people to respond to the call to teach, but today’s teachers are trusted not to proselytize students.
• **Eckert:** Teachers of faith who view their students as “created in the image of God” are likely to behave accordingly.
• **Eckert and James:** Both authors focus on the experiences and beliefs of preservice teachers, with Eckert’s examples focused on students’ service in impoverished areas in the U.S. and in other countries and James’ on students’ unwillingness to participate in discussions of democracy with fellow preservice teachers.
• **James:** Students might not promote democratic learning in their own classrooms if they’re unwilling to engage in such discussions in their preservice classrooms.
• **James:** Highly religious students are likely to perceive “one right way” and, perhaps, the desire to persuade others, such as their students, to believe the way they do.
• **James:** One consequence of certainty in terms of religious belief is that it contradicts some basic premises of democracy and the responsibility of teaching democracy in U.S. public schools.
• **James:** Ironically, it is the premise of tolerance of others’ points of view that allows religious certainty of any kind to exist in the United States.

FULL VALUE

Author Jonathan Eckert writes, “Teaching requires a proper balance of art and science,” implying that the “art” side of teaching allows for the view of teaching as a vocation rather than a mechanistic approach to teaching and learning. In *Teaching, More Learning* (American Council on Education, 1997), educational theorist James R. Davies says this about teaching as art and science:
Some say that teaching is a science. These people stress the scientific aspects of teaching and focus on ways to systematize the communication between teacher and student. They believe that it is possible, through careful selection and pacing of materials, to regulate interactions among the student, the teacher, and materials to be learned, thus reducing the possibility that learning occurs by chance. They believe that enough is now known about how people learn to develop a technology of teaching . . . .

Others say that teaching is an art. These people believe that “scientific” teaching ends up in formalized, cookbook approaches that force students to perform and bureaucratizes learning. Besides, they argue, actual teaching involves great amounts of intuition, improvisation, and expressiveness, and effective teaching depends on high levels of creativity, sound judgment, and insight.

Davies cites B.F. Skinner as a spokesman for teaching as science and Eliot Eisner for teaching as art. “Perhaps it would be more accurate to say that teaching involves artistic judgments that depend on science,” he concludes.

**DEEPEN YOUR THINKING**

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

1. What are your own thoughts about the relationship between teaching and personal faith?
2. Do you know (or have you heard about) teachers whose work in the classroom/school is influenced by their religious beliefs? What are the results?
3. What do you think the relationship in U.S. public schools is between teaching, democracy, and religion? What should it be?
4. To what extent do you think teaching is a vocation? Science? Art?
5. Are teachers of faith more or less likely to teach the dimensions Eckert discusses (intellectual, moral goodness, civic, and performance) without impinging on students’ own religious beliefs than those who profess no faith or are agnostic or atheistic?
6. How would you react to the refusal of a student at any grade level (K-16+) to participate in a discussion of democracy because of his/her certainty of beliefs about religion?
7. Read Emile Lester’s article in this issue of *Kappan* about the Modesto (California) Public Schools, which require that 9th graders take a world religions course. How might the preservice teachers in these two articles react to teaching Modesto’s world religions class?
8. Do you believe that people of different faith backgrounds can be viewed as threats to the beliefs of others?

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

How would you and your colleagues diagram the relationship among these three elements: pedagogy, personal religious beliefs, and democracy? Discuss possible schematics, such as those below (or one you think of yourself) and complete your diagram with as many ideas as possible related to your choice.
Teaching for religious tolerance in Modesto: Just enough, but not too much

By Emile Lester

*Phi Delta Kappan, 93 (4), 38-43.*

**OVERVIEW OF THE ARTICLE**

The only required course in world religions in the U.S., created as a response to discrimination, Modesto’s nine-week class for high school freshman has proven effective because of an innovative and thoughtful superintendent, powerful community involvement, assistance from the First Amendment Center, and a focus on safety.

**KEY POINTS**

- Modesto schools were involved in “culture war” disputes typical of a decade ago.
- Superintendent James Enochs took seriously the discrimination a student experienced and explored how the community could find common ground.
- With the help of Charles Haynes of the First Amendment Center, 115 community members representing a wide range of religious, political, and social viewpoints found common ground by focusing on safety.
- The required world religions course was developed as a necessary step toward achieving safety, with two weeks of the nine-week course spent on rights and responsibilities of U.S. citizenship and the remaining seven weeks on seven different religions.
- The course focused on teaching students “about” religion, and the weeks devoted to each religion were taught in a neutral and unbiased way.
- The author noted that the purposely neutral approach may have limited critical analysis, comparison of religions, and deviation from assigned lesson plans, although some teachers allowed provocative discussions and took creative approaches to teaching the material.
- Students reported changed attitudes and behaviors but also mentioned that the course successfully met its goal of “advancing religious tolerance without changing students’ religious beliefs.”

**DEEPEN YOUR THINKING**

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

1. Have you (or someone you know) taken a world religions course? What was the design of the course?
2. To what extent does your community match Modesto in terms of being a diverse religious community with an emphasis on evangelical Christianity?
3. What kind of discrimination happens in your community? How can discrimination there be understood as a matter of safety? How well could a world religions course address discrimination and safety there?
4. What would happen in your community if a world religions course were required for graduation?
5. The author mentions personal and social safety, history, art, civic participation, and even knowledge about one’s own religion as some of the benefits of a required world religions course. What other benefits might there be?
6. To what extent do you agree with the author’s comments about making neutrality fair and interesting? Discouraging comparison and critical analysis? Inhibiting the ability of teachers to deviate from the lesson plans?
7. What would be the most important outcomes of a world religions course in your community?
EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Word/Phrase Pairs

If you wished to make your school or district a place of safety (from discrimination of any kind), where would you lean in terms of these word/phrase pairs? Work with colleagues to characterize your effort by placing a check where it belongs along the range and then describe how you might carry out your design.

You may add word/phrase pairs or agree to change any of the terms in the pairs that are given.

<table>
<thead>
<tr>
<th>Word/Phrase Pairs</th>
<th>Implementation Implications</th>
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<tr>
<td>Tolerance-------------------------</td>
<td>Intolerance</td>
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<td>New attitudes---------------------</td>
<td>No change in attitudes</td>
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<td>New behaviors---------------------</td>
<td>No change in behaviors</td>
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<tr>
<td>New knowledge---------------------</td>
<td>No new knowledge</td>
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<tr>
<td>Discrimination--------------------</td>
<td>Safety from discrimination</td>
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<td>Common ground---------------------</td>
<td>Diverse opinions</td>
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<td>Required--------------------------</td>
<td>Elective/optional</td>
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<td>Fractious</td>
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<td>Neutrality------------------------</td>
<td>Bias</td>
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<td>Muted-----------------------------</td>
<td>Controversial</td>
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<td>Critical analysis-----------------</td>
<td>Passivity</td>
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<td>Inclusive-------------------------</td>
<td>Restricted/exclusive</td>
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<tr>
<td>Irrelevant------------------------</td>
<td>Important/critical</td>
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<tr>
<td>“Warm and fuzzy”------------------</td>
<td>Provocative</td>
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<tr>
<td>Unsavory--------------------------</td>
<td>Sanitized</td>
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<tr>
<td>A way-----------------------------</td>
<td>The way</td>
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</table>
Taking on multitasking

By Jerome Rekart

*Phi Delta Kappan, 93 (4), 60-63*

**OVERVIEW OF THE ARTICLE**

Although most students multitask, forcing their brains literally to divide attention and decreasing focus on any single task, educators can use special strategies to minimize the toll on learning.

**KEY POINTS**

- Research by cognitive scientists and neuroscientists shows that attention is finite, and the multitasking brain has to divide attention so that the focus on any single task may be less than optimum for learning.

- Students report, on average, that they spend over one-third of the time they’re reading and one-half of the time they’re doing homework on the computer simultaneously using at least two other forms of electronic media.

- When students try to perform two tasks at the same time, the total amount of brain activity actually falls below what it would be if students were completing only one task.

- Brainwave patterns are different when students are multitasking versus working on one task.

- The effect on learning is a decrease in short-term memory, retention, and accurate task completion; students suffer the same decreases when they’re in classrooms that distract them with irrelevant stimuli.

- The author provides some strategies for addressing these decreases, especially when teachers use lecture and text reading: these include frequent assessment, limiting competing stimuli in the classroom, and teaching in 10- to 12-minute modules that each feature novel learning media.

- Multitasking may one day provide an advantage to learners who “may be paying attention in a different way,” taking a “breadth approach” to their stimuli, and preparing for success in the 21st century.

**FULL VALUE**

In a National Public Radio broadcast, *Think You’re Multitasking? Think Again*, Jon Hamilton (October 2, 2008) reported on a multitasking experiment:

“At a lab at the University of Michigan, researchers are using an MRI scanner to photograph test subjects’ brains as they take on different tasks. During a recent test, Daniel Weissman, the neuroscientist in charge of the experiment, explained that a man lying inside the scanner would be performing different tasks, depending on the color of two numbers he sees on a screen. If the two digits are one color — say, red — the subject decides which digit is numerically larger,” Weissman said. “On the other hand, if the digits are a different color — say green — then the subject decides which digit is actually printed in a larger font size.” MRI studies like this one, Weissman said, have shown that when the man in the scanner sees green, his brain has to pause before responding — to round up all the information it has about the green task.

“When the man sees red, his brain pauses again — to push aside information about the green task and replace it with information about the red task. If the tasks were simpler, they might not require this sort of full-throttle switching. But, Weissman said, even simple tasks can overwhelm the brain when we try to do several at once.”
DEEPEN YOUR THINKING

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

1. To what extent do you multitask? When are you most likely to multitask? What electronic media do you use? What’s the effect on your short-term memory, retention, and accurate task completion of any one task?

2. What have you noticed about today’s students? To what extent have they increased or decreased multitasking? To what extent has multitasking affected learning?

3. To what extent do you believe that attention is finite (limited) in the brain? To what extent do brains change as demands change?

4. How is multitasking with electronic media like being in a classroom stuffed with irrelevant distractions?

5. How well would these solutions help in a classroom featuring lecture and reading text: Frequent assessment? Limiting competitive stimuli? Working in short modules with a variety of learning media?

6. Is there any way to use students’ multitasking tendencies to enhance learning?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Student Focus Group:

Convene a focus group of students (4th grade and older). Use the following process to discover students’ multitasking habits, their attitudes toward multitasking, and how they can learn best in your school’s classrooms.

1. Plan on two facilitators — a student from the group and an adult from the group. Prepare the student facilitator for the task.

2. Prepare a room with two circles of chairs, both facing inward. Have students and their facilitator sit in the inner circle facing each other; have teachers sit in the outer circle facing in, with the adult facilitator sitting near the student facilitator.

3. Teachers will be listening in (“flies on the wall,” an image students will enjoy!) to the discussion among students but won’t interact with them. Teachers will be silent during the focus group process, until the last step.

4. After introductions around both groups, students should talk freely with each other about the topics and try to ignore the teachers in the room.

5. After discussion of the topics and subtopics, students should turn their chairs to face the adults and engage in follow-up questions framed by the teachers.

6. After the adult facilitator debriefs students about the process and the students leave, the adult facilitator should take 15 minutes or more with the teachers in the room to debrief the process as well as to create a list of key ideas from the students.

Reference

Applications

This Professional Development Guide was created with the characteristics of adult learners in mind (Tallerico, 2005):

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

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 that readers could apply what they have learned to work in classrooms (Marzano, Pickering, & Pollock, 2001):

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

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

References


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 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 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 in (Corwin Press, 2008);
- Protocols for Professional Learning (ASCD, 2009); and
- Professional Learning Communities by Design: Putting the Learning Back Into PLCs (Learning Forward and Corwin Press, 2011).

Easton lives and works in Arizona. E-mail her at leastoners@aol.com.
Hands-on team training

Workshops Close to Home

A Solution Tree workshop will help you

- Facilitate and contribute to a culture of collaborative learning.
- Confidently lead difficult conversations and manage conflict with students and staff.
- Develop a common vocabulary for learning to take home to your school's stakeholders.
- Put to use practical strategies for sustained student success.
- Engage students in their own learning process.
- Find genuine support from dedicated, like-minded professional development experts.

Spring 2012

Assessments for State and Common Core Standards

<table>
<thead>
<tr>
<th>Month</th>
<th>City</th>
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<tbody>
<tr>
<td>April 2-3</td>
<td>Orlando, FL</td>
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<tr>
<td>April 10-11</td>
<td>Atlanta, GA</td>
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<tr>
<td>May 1-2</td>
<td>St. Louis, MO</td>
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Building Common Assessments

<table>
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<tr>
<td>March 13-14</td>
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<td>April 3-4</td>
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<td>April 4-5</td>
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<td>April 18-19</td>
<td>Minneapolis, MN</td>
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<tr>
<td>April 23-24</td>
<td>Salt Lake City, UT</td>
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<td>May 3-4</td>
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<td>May 9-10</td>
<td>Denver, CO</td>
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<tr>
<td>May 15-16</td>
<td>Seattle, WA</td>
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Pyramid Response to Intervention

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<td>April 19-20</td>
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<td>May 14-15</td>
<td>San Diego, CA</td>
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Response to Intervention in Math

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<td>San José, CA</td>
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Teaching Reading and Comprehension to K-5 ELs

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<td>Chicago, IL</td>
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<tr>
<td>May 7-8</td>
<td>Denver, CO</td>
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Teaching the iGeneration

<table>
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<tr>
<th>Month</th>
<th>City</th>
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<tbody>
<tr>
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<td>Boston, MA</td>
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<tr>
<td>April 4-5</td>
<td>Orlando, FL</td>
</tr>
<tr>
<td>April 12-13</td>
<td>Dallas, TX</td>
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Transition to Common Core Standards With Total Instructional Alignment

<table>
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<th>Month</th>
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<tbody>
<tr>
<td>April 26-27</td>
<td>Oklahoma City, OK</td>
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<tr>
<td>May 1-2</td>
<td>Baltimore, MD</td>
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<tr>
<td>May 16-17</td>
<td>San Diego, CA</td>
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Working With Difficult and Resistant Staff

<table>
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<th>Month</th>
<th>City</th>
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<tbody>
<tr>
<td>March 12-13</td>
<td>Seattle, WA</td>
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The Roots Collection from Solution Tree features 9 must-have resources that educators across the country can’t stop talking about. You’ve told us that the research inside this collection resonates, that the strategies and action plans are the real deal. You’ve confirmed that they will improve staff performance and will increase student achievement.

And we couldn’t agree more. The Roots Collection offers every educator a flexible but unbreakable infrastructure of knowledge to stand on and plan from. So, go ahead. Feel confident taking that next step forward. As your partner for all things professional development, Solution Tree supports you.