

SUPPLEMENT TO

Phi Delta Kappan®

PROFESSIONAL DEVELOPMENT DISCUSSION GUIDE

for the March 2012 issue

By Lois Brown Easton



The PLC Journey: It's One Worth Taking Let Us Support You Along the Way

PLC at Work™ Overview

Richard DuFour, Robert Eaker, and Rebecca DuFour—the architects of the Professional Learning Communities at Work™ process—are nationally respected authors and authorities on applying the principles of PLCs in the real world of schools. PLC at Work™ associates are practitioners who will do what it takes to align the practices of your school—through collaborative teams and systematic processes—to promote higher levels of learning for all students.

Allow your school community to benefit from the results of focusing on learning in a collaborative culture. This overview typically spans six to seven hours. *The PLC Toolkit* is included!



Kenneth Williams, Duane Graber, Laurie Robinson, Scott Carr, Dale Hair, and Jack Baldermann



Dennis King, Sharon Kramer, Chris Jakicic, Janet Malone, and Paul Farmer

PLC at Work™ Coaching Academy

Here is another opportunity to bring the architects of the PLC at Work™ process to your school. This package of consulting and professional development engagements occurs over 9 to 12 months.

The academy is facilitated by one or more PLC master coaches and includes three 2-day on-site sessions, with targeted action occurring between sessions along with a robust selection of resources for each participant.

PLC at Work™ Progress Report

Assess your school's growth and development on the PLC at Work™ journey. This report provides an unbiased observation of your current practices and outlines next action steps.

An expert Facilitation Team will come to your school to assist in the analysis of current practices and identification of improvement strategies. These teams—each member carefully selected based on his or her specific expertise—will present their findings through an on-site meeting along with convenient conference calls.



Barbara Bushnell

Merrilou Harrison

Tom Koenigsberger

Virginia Mahlke



Samuel Ritchie

Carolyn Carter Miller

Nick Myers

Jamie Virga

PLCs and Beyond: No Matter Your Pursuit, We'll Be Here

Standard Workshops

Have you attended our workshops on PLCs, assessment, RTI, school culture, or other topics? Are you ready to bring the knowledge you gleaned back home to your team?

We can do it. Solution Tree professional development representatives will efficiently work to bring the power and inspiration of these workshops to your school whenever you'd like.



Richard DuFour



Rebecca DuFour



Robert Eaker



Robert J. Marzano



Timothy Waters

Sustainable Solutions

Sustainable Solutions integrates the work of these renowned authors and researchers:

- Richard DuFour, Rebecca DuFour, and Robert Eaker, the architects of the Professional Learning Communities at Work™ process
- Robert J. Marzano and Marzano Research Laboratory
- Timothy Waters and McREL (Mid-continent Research for Education and Learning)

This intensive program embeds best practices throughout districts in three key areas: Building Culture, Supporting Teachers, and Strengthening Leadership. Solution Tree's experienced project managers work with participating schools and districts to analyze their specific local needs, develop goals, align resources, design and implement an action plan, monitor progress, and celebrate success—all over the course of two years.

Other Comprehensive and Sustainable Plans

Let Solution Tree put you on the path to long-term success. We'll partner with you to develop a comprehensive and sustainable professional development plan based on your most critical challenges.

These multifaceted plans have the potential to span over multiple months or years. Guided by our diverse specialists, you'll simultaneously target key issues with integrated approaches, products, and resources.

With a comprehensive and sustainable professional development plan, you will:

- Enjoy personalized long-term attention from high-caliber presenters and Solution Tree staff.
- Get a library of research-based resources combined with high-touch, on-site support.
- Focus on one strategy or combine the work of several education leaders.
- Stay on track with debriefings and interim support.
- Nurture a consistent plan for sustained improvement.

Contents

- 5 Guide to **Evaluating teacher evaluation**
Linda Darling-Hammond, Audrey Amrein-Beardsley, Edward Haertel, and Jesse Rothstein
Phi Delta Kappan, 93 (6), 8-15
- 7 Guide to **Teaching students not to sweat the test**
Spencer J. Salend
Phi Delta Kappan, 93 (6), 20-25
- 10 Guide to **Listen first, then teach**
Julian Weissglass
Phi Delta Kappan, 93 (6), 29-33
- 12 Guide to **Triggering reform at public schools**
Andrew P. Kelly
Phi Delta Kappan, 93 (6), 46-50
- 14 Applications

Using this guide

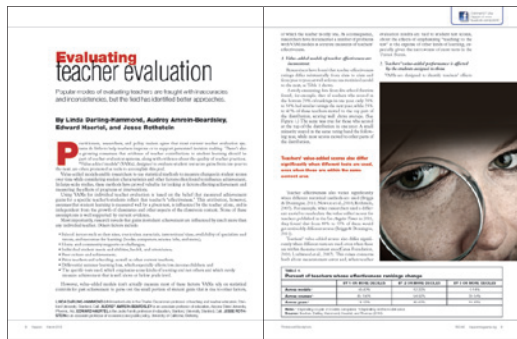
This discussion guide is intended to assist *Kappan* readers who want to use articles in staff meetings or university classroom discussions.

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 PDK 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, 2012. All rights reserved.



Evaluating teacher evaluation

By Linda Darling-Hammond, Audrey Amrein-Beardsley, Edward Haertel, and Jesse Rothstein

Phi Delta Kappan, 93 (6), 8-15

OVERVIEW OF THE ARTICLE

Value-added measures of student achievement are inadequate for evaluating teacher and school effectiveness, but systems of evaluation work well when they're based on professional teaching standards, observations, and artifacts of practice and involve mentor teachers, teacher collaboration, and professional learning opportunities.

KEY POINTS

- Value-added models (VAMs) use statistical methods to try to isolate teacher performance from student characteristics and other factors.
- VAMs don't work because they can't control or disentangle influences on student progress; they inconsistently rate teachers, and they don't account for students assigned to teachers in a particular year.
- VAMs are useful to researchers who want to identify the effect of a teaching practice on large groups of students, but the model "should not be used for high-stakes, individual-level decisions, or comparisons across highly dissimilar schools or student populations."
- Alternative approaches include using professional standards, such as those developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and incorporating observations/videotapes and artifacts of practice developed by the Measures of Effective Teaching Project (MET).
- Alternatives are best when developed as part of a system that includes the following: multiple classroom observations and data sources, expert evaluators, rubrics, mentors, collaboration with other teachers, and professional development.

FULL VALUE

The name most closely associated with VAMs is William Sanders, currently senior research fellow with the University of North Carolina. A statistician, Sanders focused on how a teacher or school could be evaluated by comparing students' current test scores to their previous test scores and forecasting future scores accordingly. The Tennessee State Board of Education adopted the Sanders model, also known as a growth-based model, in 2000 as the Tennessee Value-Added Assessment System (TVAAS). The U.S. Department of Education approved Sanders' growth model as a means of determining whether schools were making Adequate Yearly Progress (AYP) under the No Child Left Behind Act.

The late Gerald Bracey, a columnist for *Phi Delta Kappan* and a fellow at the Education Policy Studies Laboratory at Arizona State University, acknowledged that the VAM "makes more sense than the current successive-cohorts system for determining AYP. It makes more sense to follow kids over time, although if the goal remains 100% proficiency, the whole operation remains nuts." Among his criticisms, however, was that a VAM is "circular: It defines effective teachers as those who raise test scores, then uses test score gains to determine who's an effective teacher."

DEEPEN YOUR THINKING

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

1. How are teachers evaluated in your district (or a district you know well)? To what extent does the evaluation system in this district seem effective to you?
2. What are the best indicators of teacher effectiveness in your experience? How can these indicators be measured?
3. Other than teacher effectiveness, what influences student achievement? To what extent can these influences be accounted for so that teacher effectiveness is measurable?
4. Why might teacher effectiveness differ from class to class as well as from year to year or from test to test?
5. What kind of performance assessments could teachers use to document their effectiveness? How would these be “scored”?
6. What might be the role of a coach or mentor in terms of a teacher evaluation system? What might be the role of professional development?
7. How would collaboration or teaming be helpful to teachers in terms of teacher evaluation?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

In “a wide-ranging report that studies teacher evaluation and dismissal in four states and 12 diverse districts,” The New Teacher Project finds “that teacher evaluation systems reflect and codify the Widget Effect — the fallacy that all teachers are essentially interchangeable — in several major ways” (The New Teacher Project, 2009). With your colleagues, discuss how VAMs and the alternatives described by the authors address these evaluation issues.

Chart your discussion using the following grid:

Evaluation issues from The New Teacher Project	How VAMs would help	How other evaluation designs would help
All teachers are rated good or great.		
Excellence goes unrecognized.		
Professional development is inadequate.		
Novice teachers are neglected.		
Poor performance goes unaddressed.		

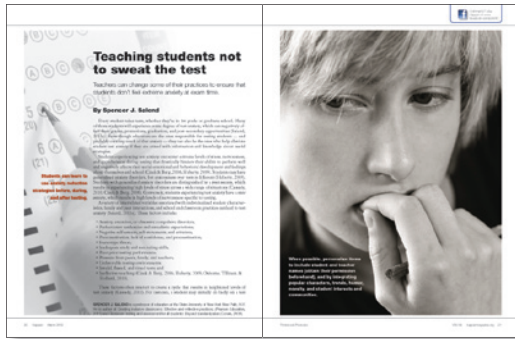
Note: You can download the whole report or an executive summary of *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* at <http://widgeteffect.org/>.

References

Bracey, G. (2007, May 1). Value subtracted: A “debate” with William Sanders. *The Huffington Post*. www.huffingtonpost.com/gerald-bracey/value-subtracted-a-debate_b_47404.html

Sanders, W.L. & Horn, S.P. (1994). The Tennessee Value-Added Assessment System (TVAAS): Mixed model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8, 299-311.

The New Teacher Project. (2009). *The widget effect*. <http://widgeteffect.org/overview/>



Teaching students not to sweat the test

By Spencer J. Salend

Phi Delta Kappan, 93 (6), 20-25

OVERVIEW OF THE ARTICLE

Although a number of factors can influence test anxiety, teachers can change their testing practices to lessen test anxiety.

KEY POINTS

- Test anxiety is a “state” anxiety, specific to a situation; students may also experience “trait” anxieties that are more generalized.
- A variety of factors can result in test anxiety, including negative self-esteem, pressure from peers or family, poorly made tests, and ineffective teaching.
- Test anxiety may result from doing poorly on one test and then transferring that experience to subsequent tests, intensifying the anxiety with each test.
- While some stress is good for optimum performance on a test, 25% to 40% of students experience disabling test anxiety.
- Teachers can deploy interventions in terms of creating student-friendly tests (that are valid, accessible, and use best practices for creating items and directions), fostering motivation, teaching test-taking strategies, using relaxation techniques before and during tests, involving family members in preparing students for tests, and enlisting the help of other professionals in the school.
- The author provides a chart describing physical, behavioral, and affective symptoms associated with test anxiety.

FULL VALUE

Here are some other ways of thinking about test anxiety:

George Washington University’s Counseling Center distinguishes between two phases of anxiety: “Anxiety can be labeled as ‘anticipatory anxiety’ if you feel distress while studying and when thinking about what might happen when you take a test. Anxiety can be labeled as ‘situational anxiety’ if it occurs while taking a test.”

The Education Testing Service (ETS) in its booklet on test anxiety related to taking the Praxis (a teacher-licensing test) recommends that students not “waste time on ‘beat the test’ strategies. There are a number of test-prep books and classes out there that advertise shortcuts for studying, such as methods for finding the answers to multiple-choice questions or ‘secrets’ for fooling essay-test scorers into giving you a high score. But the truth is, you can’t trick your way to a high score.”

In a study of the relationship between test anxiety and academic performance at Missouri Western State University, Vogel and Collins found no effect. Academic performance of students in two undergraduate psychology classes took quizzes and completed surveys on anxiety. “The quiz grades were then compared to the survey scores in order to determine if high- and low-anxiety groups perform lower than moderate-anxiety groups” (Vogel & Collins, 2009). The researchers found no difference in quiz grades between the two groups.

DEEPEN YOUR THINKING

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

1. Do you experience test anxiety (or do you know someone who does)? How does the anxiety manifest itself (physically, behaviorally, affectively)?
2. What factors that affect test anxiety are out of a teacher’s control? What factors are within a teacher’s control?

3. To what extent is some anxiety a positive factor when you face a challenge? At what point does it become unhealthy?
4. In your experience, what types of students are more likely to experience test anxiety than other students?
5. The author suggests that test question format should align to instructional practices. For example, an essay question should “address material taught via role playing, simulations, cooperative learning, and problem-solving strategies. Objective test items should relate to fact-based learning.” How does your experience in creating tests and taking tests align with that suggestion?
6. To what extent would the educational community with which you work consider having students collaborate on test answers “cheating”?
7. To what extent should students have choices on their tests? What kinds of choices?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Working with colleagues, decide how you would address these reasons real high school students gave for not doing well on tests (Easton, 2008):

I used to hate tests. Everybody thought something was wrong with me, so they kept giving me these tests. I used to freak out, and I'd get all the answers wrong. I knew something was wrong with me.
— David

I was afraid the tests would prove that I'm not very good at things, so I messed up on purpose.
— Sevi

I didn't see why we needed to take these tests. They didn't relate to what interested me.
— Elliott

I would look around and all the other kids were finished and I had barely started. I would get more and more nervous and then I would just give up. I knew I couldn't do well.
— Manny

I just don't think that way. I think all the answers are right in some way.
— Khalid

The hurry-up part of tests makes me nervous. I like to think about things.
— David

Well, we certainly weren't the ones getting good grades and looking so preppy on test-taking days. We didn't see the point in having sharpened pencils. Nobody I knew did well on those tests.
— Mahkaea

I never planned to go to college, so I didn't see the point of these tests.
— Adam

Complete with what you think a student might say.

References

Easton, L.B. (2008). *Engaging the disengaged: How schools can help struggling students succeed*. Thousand Oaks, CA: Corwin.

Education Testing Service. (n.d.) Reducing test anxiety. www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf

University Counseling Center, George Washington University. (n.d.). Test anxiety. http://gwired.gwu.edu/counsel/index.gw/Site_ID/5176/Page_ID/14095

Vogel, H.L. & Collins, A. L. (2009). *The relationship between test anxiety and academic performance*. <http://clearinghouse.missouriwestern.edu/manuscripts/333.php>



Listen first, then teach

By Julian Weissglass

Phi Delta Kappan, 93 (6), 29-33

OVERVIEW OF THE ARTICLE

Even though students regularly experience disrespectful practices that affect their well-being and learning, schools can develop a strategy for respecting young people's thinking.

KEY POINTS

- Respect can be defined as to “take them seriously, thoughtfully interact with them, nurture, engage, and honor — and don’t humiliate, ridicule, or stifle them.”
- Adults sometimes show disrespect by 1) indicating that young people are less important or inferior to adults, 2) not considering their ideas when making decisions, and 3) not recognizing their thinking.
- “Young people without exception always deserve complete respect.”
- One cause of disrespectful practices is the assumption that students need extrinsic reasons for working hard.
- Disrespect may occur when adults fear what young people might think, say, or do; they mistake developmental processes for a lack of intelligence; they attend to the conservative (status quo) function of education; and their working conditions don’t seem to allow them to behave in more respectful ways.
- Six principles can form the basis of a strategy for instilling respect into the system: 1) seeing young people as emotional as well as intellectual human beings; 2) incorporating play and creativity into learning; 3) encouraging communication and cooperation; 4) encouraging students to follow their own interests; 5) strengthening first-language competencies; and 6) decreasing the role of standardized testing.
- Society itself can become more respectful: “The gains of each individual assist the progress in the society and progress in society assists each individual.”

FULL VALUE

One way of examining respect is by looking at symmetry. In an asymmetrical relationship, power influences respect. Hierarchies, formal or informal, occur in relationships between bosses and workers, parents and children, teachers and students, patients and doctors. In these relationships, “respect is commonly seen as deference to status within the recognized hierarchy. The worker is expected to show respect to the boss, and the patient is expected to show respect to the doctor” (Beaumont, n.d.). Informal hierarchies occur when there is a perceived, though not named, hierarchy. Consider the deference a sibling may pay to an older child or the respect an individual may have for someone who is skilled in something the individual needs (such as repairing a car).

Interestingly, a symmetrical relationship may be more meaningful and powerful, when, for example, “the boss respects the worker and the doctor respects the patient. Respect in these situations is based on “recognizing the human connection” (Beaumont, n.d.). It is a “voluntary sharing of power . . . acknowledging that the bonds of humanity are more important than the trappings of power and the formality of a hierarchy.” “Respectful relationships are mutual and reciprocal. Respect often works against the grain of bureaucracy, providing a partial antidote to its frustrating impersonalization.”

DEEPEN YOUR THINKING

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

1. How can listening be a sign of respect? Why would this author of this article put teaching second, after listening, in his title?
2. What experiences have you had when your own thinking (assumptions or opinions) have gotten in the way of your understanding someone else's thinking?

3. In what ways are schools, in your experience, not particularly respectful of students, teachers, or building administrators?
4. Why might educators, in particular, undervalue students' thinking processes?
5. What roles do extrinsic and intrinsic approaches play in learning?
6. How is play integrated into the learning experiences of most young people? Creativity?
7. What tension is there between having students pursue their own interests and achieve standards? How might it be resolved?
8. What tension is there regarding learning and first and second languages? How can this tension be resolved in a respectful way?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Work with colleagues in an **artifact hunt** related to respect. In an artifact hunt, participants notice any part of an organization's structure that's used for displaying what that organization does — floors, ceilings, windows; display cases and on bulletin boards and doors; closets, whole classrooms, hallways, offices, restrooms, common areas; desks and tables; what's featured in the library; what kind of media are available; backstage areas, locker rooms; what's on signs; outdoor school spaces.

During an artifact hunt, other participants could scrutinize public documents that describe the school: parent, student, and staff handbooks; rules; report cards; yearbooks; curriculum guides; accreditation documents; reports; police records; policies, procedures, steps; letters to and from people interested in the school; letters to the editor of the local paper; news stories; the school's web site. In addition, some might want to explore the school as a visitor would. Put together, these observations provide a way to deduce what a school values, what its culture is, and what it does to help students learn (Easton, 2011).

If you and your colleagues can't actually conduct your hunt within a school, work together to do a virtual hunt (or "ghost tour" as it's sometimes called) in a school that one or more of your group knows well. The person who knows the school should conduct a tour of the school virtually, describing what's in it as specifically as possible.

Steps

1. List all aspects of a school that might yield information about respect in the school (see the list in the first paragraph above).
2. Divide up the research sites and begin the hunt, collecting whatever is possible in a set period of time. Work individually or in pairs.
3. Most of the time, you won't actually "collect" the artifact; you'll simply note it on this chart. Make sure each member of an investigation team has a copy of this chart and completes it as the team identifies artifacts. Leave the third column blank until the group reconvenes as a whole.

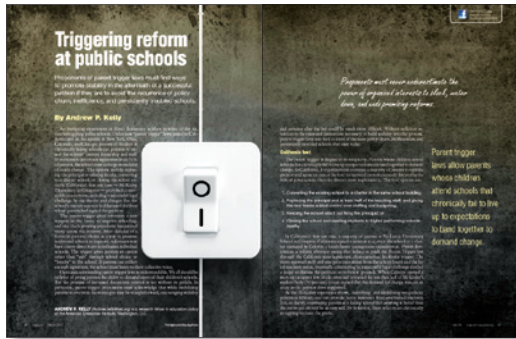
Artifact description	Where found	Meaning

4. Reconvene and break into groups to share the artifacts and assign some meaning to each one in terms of respect.
5. As a whole group, decide to what extent (based on artifacts) the school evidences respect or lack of it in terms of young people.
6. Inviting students, parents, school board members, or others who are not directly involved with the school to participate in an artifact search can be valuable. Look for individuals who can see with "fresh eyes."

References

Beaumont, L.R. (n.d.). Respect: Acknowledging dignity. *Emotional competency: Explore the logic of passion*. www.emotionalcompetency.com/respect.htm

Easton, L.B. (2011). *Professional learning communities by design: Putting the learning back into PLCs*. Thousand Oaks, CA: Corwin and Oxford, OH: Learning Forward.



Triggering reform at public schools

By Andrew P. Kelly

Phi Delta Kappan, 93 (6), 46-50

OVERVIEW OF THE ARTICLE

According to a new California law, a coalition of parents can trigger school change in failing schools; similar laws are being considered in other states and cities, but after the trigger, problems can include time for implementation of a new model and “cycling” or “policy churn” that may require reactive policy change.

KEY POINTS

- According to California law (which is being considered in New York, Ohio, Colorado, and Chicago), if 51% of parents petition for change of a chronically failing school, the school must undergo some major change (most likely by adopting one of the four federal models for changing unsuccessful schools).
- Change is difficult to make, as WestEd discovered in studying California schools, determining that “only 12 of 262 initially low-performing schools were able to make sizable gains . . . and sustain those gains.”
- As the parent population of a school changes over time, remaining and new parents may want to trigger another change before the first change has shown results, a process called cycling.
- The California law was designed to enfranchise parents through majority rule, but subsequent laws may take away some of that authority in order to prevent cycling and give a reform time to take hold.
- The formation of parent unions such as Parent Revolution is one way to ensure both parent enfranchisement and protection on the back end of a trigger.
- Policy makers might want to consider requiring a “supermajority” if parents want to trigger another reform while the first is still being enacted; they also might want to make schools undergoing parent-sponsored reform immune from further reform for a period of time.

DEEPEN YOUR THINKING

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

1. What role(s) do parents play in your district (or a district you know well)?
2. How are reforms usually triggered in your district (or a district you know well)? How are parents involved in these reforms?
3. Think of a school you know well. What might be the focus of a parent trigger in that school? What would be the result(s) of the trigger?
4. To what extent do you think parents should have a “more direct route to influence individual schools”? What are the benefits? What are the challenges of this route?
5. Are any of the four federal turnaround models operating in your district (or a district you know well)? How well are they working?
6. What might happen when parents who trigger a reform move on (as their children graduate or move to another school)? What might happen when new parents become involved in the school?
7. To what extent have you seen reforms come and go in the district you’re thinking about? Has there been enough time for each reform to produce effects before the next reform is implemented? Has there been some immunity from new reform while the current reform is being implemented?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Conduct a focus group with parents related to this article. Follow these directions (adapted from Lois Easton, Harvetta Robertson, and Shirley Hord) to create a meaningful dialogue.

1. Read the article yourselves. Develop a statement of the issue. Develop some questions you want parents to discuss.
2. Determine how to invite parents to the focus group. Consider the value of inclusiveness versus an approach that seeks representation from various groups. Keep the focus group to between 10 and 15 people. Determine who should participate in the focus group, trying to keep the number equal (or nearly equal) to the number of parents.
3. Make sure to send a copy of the article to parents along with the invitation to participate and a way to RSVP.
4. Notify staff in advance, just so they know what's going on.
5. Prepare a space that can comfortably seat two rings of chairs, the inside ring for parents and the outside ring for the school group.
6. Choose two facilitators, one from the parent group and one from the school group. The parent group should have its own facilitator so parents don't feel that they're being "led" by the educators, but it's also important for the two facilitators to work together to coordinate the process. Have the two facilitators meet in advance to discuss the process below.
7. Set a date and time. Plan 90 minutes for the process. Schedule a debriefing session for educators right after the focus group, if possible. Provide refreshments.
8. Start the focus group by having the parents sit in the inner circle with their facilitator, facing each other. Have the educators sit in the outer circle with their facilitator, facing inwards. Put the two facilitators close to each other so they can consult on the process.
9. Have parents and educators introduce themselves and then review some norms (see Easton, 2011, for some starter norms).
10. Have the educator facilitator share the statement of the topic (see #1 in this list) and invite the parents to discuss the statement. At this point, the parent facilitator should moderate the process.
11. At some point, as agreed upon by the educator and the parent facilitators, ask the parents to discuss any questions that educators drafted in step #1. The parent facilitator should moderate this process.
12. The educators remain silent during this process, which might last an hour. They may take notes, but they should not engage in any part of the discussion with the parents. They should listen closely, however.
13. At a time selected by the facilitators, this part of the focus group should end, and those in the inner circle should turn their chairs to face those in the outer circle for one-on-one discussion. (Some groups could have three participants.) This discussion proceeds without facilitation on any issue raised by the parent group.
14. Finally, the facilitators should open the discussion to both groups, based on an issue that people want to discuss.
15. When it seems as if open discussion is winding down, the facilitators should ask the group what went well and what could be improved in terms of the process. They should then address possible next steps and thank the parents for their participation.
16. The educator group should stay to more completely debrief both the process and the content of the focus group, including what should be done next, if anything.
17. The educator group should communicate the outcomes of the focus group to everyone involved (and others, if important) in whatever form is most appropriate. And, of course, if there are next steps, the educator group (working with the parent group, if that's desired) should design and implement the next actions.

References

- Easton, L.B. (2011). *Professional learning communities by design: Putting the learning back into PLCs*. Thousand Oaks, CA: Corwin and Oxford, OH: Learning Forward.
- Robertson, H. & Hord, S. (2008). Accessing student voices. In L.B. Easton (Ed.), *Powerful designs for professional learning*, 2nd ed. Oxford, OH: National Staff Development Council.

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

Marzano, R.J., Pickering, D., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Tallerico, M. (2005). *Supporting and sustaining teachers' professional development: A principal's guide* (pp. 54-63). Thousand Oaks, CA: Corwin.

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

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

IVC • IWC

Real-time ongoing SUPPORT

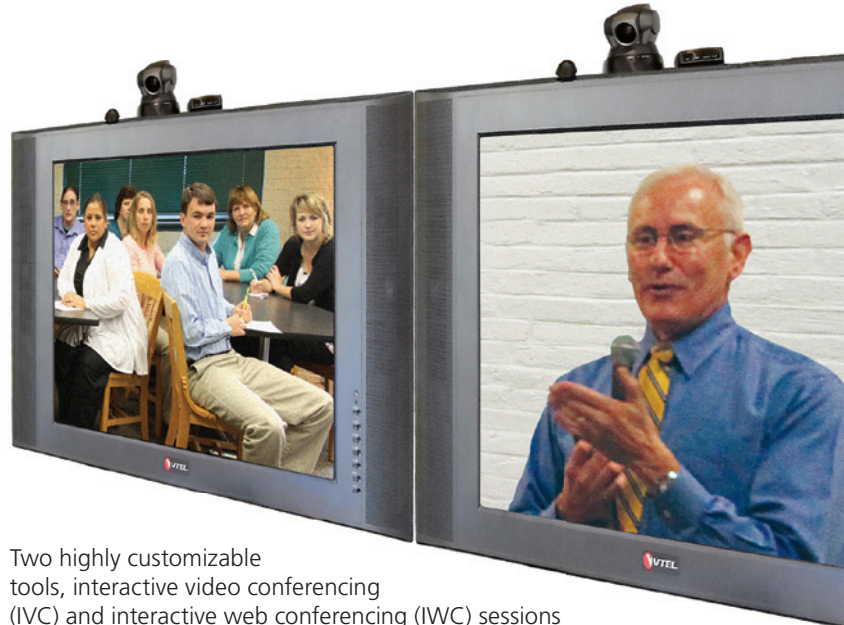
from leading education experts

The Problem

Your budget is tight and so are your staff's schedules. The odds of sending a team to a conference are slim to none.

The Solution

IVC and IWC create an opportunity to build staff skill, content knowledge, and best practices without ever leaving your school.



IVC
Interactive Video
Conferencing

IWC
Interactive Web
Conferencing

Two highly customizable tools, interactive video conferencing (IVC) and interactive web conferencing (IWC) sessions offer your school or district an affordable opportunity to receive ongoing support from education's top experts. Utilizing the equipment many schools already have, IVC creates a two-way conversation that addresses your most challenging issues. Supporting schools with only a web connection, IWC allows for that same collaborative conversation.

What can you do with IVC and IWC?

- Save money! There's no travel required with IVC or IWC.
- Cultivate a lasting professional development experience on a specific research-based topic.
- Plan an in-depth discussion with the most noted education experts in North America.
- Use as a follow-up to your book study or workshop.
- Invite whoever you want—the only limit to the number of attendees is the space you have available.

Topics

21st Century Skills
Brain-Based Learning
Common Assessments
Classroom Management and Behavior
Collaboration and Teaming
English Learners
Formative Assessments
Grading and Data
Homework

Instruction
Leadership
Literacy
Professional Learning Communities
Response to Intervention
School Improvement
Youth at Risk





The leading voices of education will gather again with even more to say.

Will you be part of the conversation?

author

speak

OCTOBER 30-
NOVEMBER 1

2012

INDIANAPOLIS

The Voices of Solution Tree

the buzz continues . . .