

Principles of Professional Development

It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers.

—Seymour Sarason

The school parking lot fills a few minutes before 8 A.M. Lunches are stashed in the fridge and we head to our weekly professional development meeting. Teachers, classroom assistants, administrators, and the math and literacy coaches converge on the first-grade classroom where today's meeting will be held. Child-size chairs and desks fill the classroom, and an easel sits in the corner next to a small table draped with a colorful tablecloth and stacked with markers, a tape recorder, and a lamp radiating soft light. Beautiful picture books line the ledge beneath the chalkboard, and the walls are papered with writing, art projects, and other student work. Tables are grouped so children can work together, and atop each one sits brightly colored plastic bins of books and folders. It is clear that this is a classroom designed for children's learning. But for now, Christina's classroom will be home to teacher learning. For this hour, Starbucks mugs and half-eaten bagels rest next to the bins of children's books. For this hour our staff will come together to learn how to become better teachers of writing.

Writer's workshop is used throughout the school, and even with years of experience, many of us still struggle with both the organization of writing time and elevating the quality of student writing. With this in mind, a few teachers volunteered to share how they use writer's notebooks with their students. In the weeks before the meeting, every teacher was given a copy of Ralph Fletcher's A

Writer's Notebook: Unlocking the Writer Within You (1996), and today it will be a launching point for discussion. We begin with a general overview and description of writer's notebooks, and then, in the interest of giving everyone a chance to join the discussion, we break into small groups to talk about Fletcher's ideas.

As a literacy coach, I facilitate a discussion among three other teachers and begin with, "I'm thinking that using writer's notebooks is more true to the way writers really write."

"I think you're right," says Sue, "but I just don't know how to use writer's notebooks with kids. I feel like my writer's workshop is going well, and I'm not sure I want to add a whole new process."

Christina agrees. "With my first graders, I wonder how sophisticated they can get with something like a writer's notebook," she says. "I feel like I just got them used to the structure of writer's workshop, and switching scares me."

Paul asks, "Yeah, but is there any aspect of writer's workshop that isn't going well? Like something that you could change to help to make the kids' writing even better than it already is?"

Sue doesn't take long to answer that question. "You know, the revising process can be tough," she says. "All of my kids are at a different stage and I can't always spend the time I need to with them. I feel like I could use three more teachers in the room to make it manageable."

I wonder aloud if maybe writer's notebooks wouldn't help students in the revising process, because their ideas would be more developed before they even craft a piece of writing. We ponder that question along with many others and after awhile realize we have run out of time. I suggest that as their instructional coach, I would be happy to support anyone interested in trying writer's notebooks. Paul jumps at the offer: "Can we meet today after school? I'd love to get this going in my classroom," he says.

"I'll be there," I say as we scramble to throw away our coffee cups and push in our chairs. We know we just scratched the surface with today's discussion, but we will continue next week. Now it's time to begin our day with students.

Defining Learner-Centered Professional Development

In my first year teaching, the only professional development I received was an occasional inservice provided by the district. Usually these inservices failed to address whatever I was facing with my own students, and as a new teacher in a tough school, I needed much more.

The planners of these inservices usually did not understand that there is more to adult learning than an “expert” at an overhead projector with a vis-à-vis overhead marker at the ready. They didn’t consider the learners in the darkened auditorium. Just as good teaching must meet diverse needs in a classroom, effective professional development must meet the individual needs of teachers. We know learning takes time; it isn’t neat and tidy. So why do we believe it should be that way for teachers? Susan Loucks-Horsley writes, “[T]o be successful, professional development must be seen as a process, not an event” (1987). We would never base student learning upon a single experience, claiming, “I will teach all my students to read today with one, really great lesson.” Learning is gradual and incremental, and one-shot inservices do not provide teachers with the necessary time or scaffolding to learn.

Adults learn in much the same way as children do. Pearson and Gallagher’s gradual release of responsibility model (1983) demonstrates this for children, but it can be easily adapted to adult learners as well. In *Reading with Meaning: Teaching Comprehension in the Primary Grades* (2002), Debbie Miller writes, “If you think back to a time when you learned how to do something new, the gradual release of responsibility model comes into play.” I agree with Debbie and wonder why professional development has failed for so long to consider the phases all learners move through toward new thinking. As educators, we are used to taking into account the diverse needs in a classroom of children, but the needs of adult learners are quickly forgotten. Adult learning is too often reduced to pulling together hundreds of teachers to listen to an expert pontificate on a given subject.

According to Pearson and Gallagher, children begin the learning process by watching a teacher model a strategy. Then, the student practices using the strategy with scaffolding, such as working in pairs, in small groups, or with a teacher. Finally, with time and practice, the student begins to use the strategy independently and in a variety of contexts.

Though the gradual release of responsibility model was designed to support reading instruction, a similar process occurs for any kind of learning. Consider the progression a golfer goes through when he learns to swing a club. The novice begins by watching an instructor demonstrate the swing. The instructor points out the specific techniques he uses, such as how he holds the club or where he positions his feet. Then the instructor helps the student get into the proper position to try to swing the club himself. Usually, on the first try, the novice either misses the ball entirely or makes a divot in the grass. The instructor continues to guide the student until he successfully hits the ball. The instructor gradually steps back and simply offers tips to improve the swing, and after awhile, the student is hitting on his own.

In contrast to the more traditional forms of teacher inservice, learner-centered professional development moves teachers through the same gradual release continuum beginning with modeling and demonstration. In this stage, the teacher observes exemplary instruction by participating in classroom observations, receiving coaching, watching professional development videos, and reading and discussing descriptions of effective instruction. The goal in this phase is to offer a visual picture of high-quality instruction. Just like a novice golfer learns by watching the instructor's swing, the modeling and demonstration phase allows teachers to observe exemplary instruction.

Next the teacher practices the approach that was previously modeled. In this phase, an instructional coach may teach alongside the teacher to offer feedback. Or teachers may participate in peer observations, meet in teams to discuss implementation of new teaching strategies, examine student work, or determine next steps in instruction. Without the guided practice phase, neither a golfer nor a teacher will improve, because feedback is essential for all learning.

When independence is reached, the teacher successfully integrates the new approach into his or her teaching. Depending on the teacher, independence may take several attempts in the earlier stages, because it depends on the teacher's knowledge base and the complexity of the new learning (see Figure 1.1).

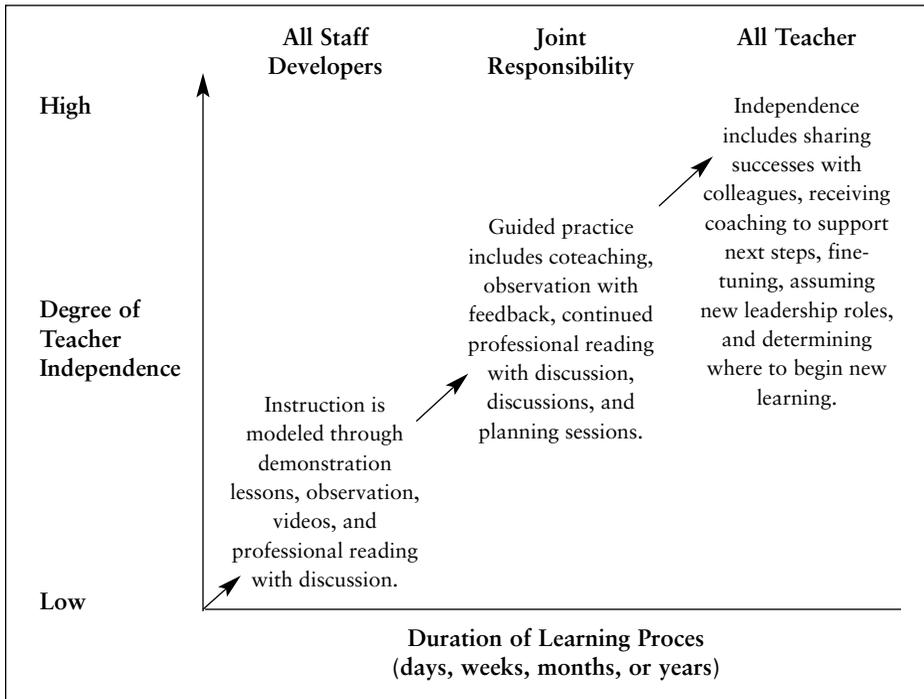
One-shot inservices fail to give teachers the time and support they need to learn. In contrast, the gradual release continuum embeds the essential elements for successful and long-term learning. No wonder one-shot inservices usually feel like a waste of time. They usually are.

Harrington Elementary—A School That Fosters Adult Learning

I began my teaching career at Harrington, where I was a classroom teacher in the fourth and fifth grades. As I began my sixth year, the school offered me the chance to become an instructional coach. This gave me the opportunity to focus my attention on an area in which I had always been interested: adult learners. I spent the next two years as an instructional coach, and since then have been on staff with the Public Education & Business Coalition (PEBC), a nonprofit organization that provides professional development to teachers, principals, and instructional coaches across the Denver metropolitan area.

Harrington Elementary sits in a low-income neighborhood. The school building is new by most standards, having been completed in 1994 when the original building was deemed uninhabitable. Factories, warehouses, and railroad tracks occupy the area north of the school, and broken windows are evidence

Figure 1.1 Gradual Release of Responsibility Model for Adult Learning



Adapted from Pearson and Gallagher 1983

that the buildings were abandoned many years ago. Across the street are tiny apartments housing extended families, and a nearby gas station sits on what has been dubbed one of the most dangerous street corners in Denver.

Somewhere between 500 and 550 students are at Harrington on any given day, many of whom come and go as their families struggle to find housing and employment. Approximately 76 percent are Hispanic, and 21 percent are African American. The other 3 percent are a combination of Anglo and Native American.

We will begin in 1994. I'd just barely survived my first year teaching a fourth- and fifth-grade combination classroom with thirty-three children who were all learning English. I spoke some Spanish but probably shouldn't have been deemed a "bilingual teacher." In many ways I was destined for failure. The teachers worked hard but weren't a team, literacy instruction wasn't articulated across grade levels, and student achievement was spotty. I chose to teach at Harrington because I wanted to work with low-income children, but many other teachers weren't at the school out of choice. They had been placed there because of a reduction in force at other schools in the district. There was an inconsistent

delivery of instruction and a lack of collaboration among practically all the grade levels. It was then that Principal Sally Edwards decided to team up with the PEBC. With help from the PEBC, Harrington went through an eight-year transformation to become a committed community of learners.

Harrington is one example of a school that has defined how teacher learning affects student learning. The school has moved from being a fragmented and failing inner-city school to one that has developed a collaborative culture for both adults and children by honoring teachers' learning in relation to the gradual release continuum for learners. I believe this can happen at any school that chooses to offer learner-centered professional development.

This book is for the teachers, staff developers, and principals in schools who are working hard to figure out ways to build teacher learning into the school day. If you have ever dreamed of transforming your school into one with a shared vision, a shared knowledge base, and a shared approach to teaching, then you may find this story interesting.

Phases of Professional Development

The trend in school reform has moved toward schools purchasing “canned” professional development programs: programs that include lists and teacher scripts telling teachers exactly what to say and do. These programs are “grounded in educational research” and espouse the potential to “dramatically increase student achievement.”

This is an oversimplified view of student and teacher learning. No two schools are alike, and one needs to take into account the complex nature of learning, for both students and teachers. Effective professional development is cyclical, ongoing, and can be divided into three phases: vision building, implementation, and sustainment.

Vision Building

The first year of professional development is dedicated to modeling high-quality literacy instruction. By providing models of good instruction a common vision and discourse evolves around teaching and learning. The term *vision building* commonly refers to organizational vision and is overused by both schools and businesses. On the other hand, the notion of vision is more concrete when it is grounded in instruction. In other words, staff developers help teachers define effective instruction and how it looks in the classroom. As the image becomes clear, teachers are more able to create a vision for their own instruction. Because

modeling is the first stage on the gradual release continuum, professional development begins with observation, such as observation in lab classrooms or observation of a staff developer performing a demonstration lesson. Along with observation, vision building includes collaborative planning sessions, study groups, and book clubs.

When I was hired at Harrington, teachers were isolated and rarely questioned or shared what they were doing. Initial efforts to improve the school were structural, such as rearranging schedules, improving schoolwide discipline, and increasing parental involvement, and we rarely focused our efforts on teaching and learning. At the time, everyone taught writing differently, creating an environment in which the students were forced to adjust from one extreme to the other as they moved through the grade levels. Our isolationist perspectives changed when we embarked on a planning and vision-building process that spanned the next two years.

Sally understood that she needed to hire a content expert to support the staff as we struggled to define good writing instruction, so she brought in Marjory Ulm, a staff developer in writer's workshop. Marjory first modeled the writing process as we observed. Then we talked together about what we noticed and conferred about next steps. We discussed the kind of writing we expected our students to produce, we read books and articles about teaching writing, and we planned together. With time, a new language evolved. Prewriting, revising, editing, and publishing were common across all grade levels, and most important, students didn't have to adjust to a different writing curriculum year after year.

In one of our earliest conversations, Marjory asked me to define what I wanted for my students as writers. At the time, I couldn't answer that question because half the time, I had no idea what she was talking about: writing conferences, using a variety of genres, taking the writing to publication. None of this had been mentioned in my teacher education program. As a learner, I needed not only to learn the content and research but also to see the process modeled. Only then could I create my own understanding, be a part of the learning community, and contribute to the shared vision.

Implementation

Once a shared instructional vision is intact, the school is ready to move toward implementing it. Implementation includes more in-classroom coaching, observations in other classrooms or schools, and continued study of the research. Many of the professional development activities are the same in the planning and implementation phase, but the focus is different because there is now a shared

understanding of why the changes are important, making this the time for guided practice. In this phase more than ever, staff developers need to understand the adults with whom they work. Otherwise, taking new learning into actual classroom practice will not necessarily be smooth sailing.

During the implementation phase at Harrington, Marjory began by emphasizing strategies such as conferring, generating topics, and managing a classroom of children all working on their own writing projects. As time went on, our focus became more sophisticated and we started to analyze student writing and compare our students' work with the state content standards. We learned about writing in a variety of genres, brainstormed a continuum of genres spanning grades K–5, and spent time learning about the text structures that good writers use.

Marjory spent a lot of time in my classroom and helping me during planning sessions. Sometimes I needed to run my ideas by her to make sure I was on the right track. She would give me the thumbs-up and I would carry out my plan. Other times, she suggested ways that my ideas could be improved; “What about trying . . .” or “Why not do . . .” were common phrases during those conversations. By that time, Marjory and I were getting to know each other, and I felt comfortable with her feedback.

The need to gear implementation toward the learner has become quite evident in my work as a staff developer. Every teacher with whom I have worked is an individual with unique experiences, and for staff development to succeed I have to be willing to support teachers as individuals. At the same time, I ask a lot from teachers, so they have to be able to trust my intentions. It takes trust to agree to be observed by your staff developer. It takes trust to admit that you need help. And it takes trust to have open conversations about what you are and are not willing to try with your students.

Several years ago, staff developer Colleen Buddy shared her perspectives on what it takes to succeed as a staff developer. At the time, I was a classroom teacher with no experience working with adults. I was struck not only by Colleen's humor and honesty, but by the messages she shared in her Staff Developer's Guiding Principles. Since then, I have read and reread her musings many times. Each rereading reminds me how to see the work through to implementation.

Colleen Buddy's Staff Developer's Guiding Principles

- *The Dick and Jane Principle:* Look! See! Take the time to observe the teacher with whom you are working so you will know how to move them forward in their learning. Remember, the gradual release continuum starts with the learner, not the staff developer.

- *The Spice Girls Principle*: Beware of fads. Stay grounded in the research and carefully evaluate new trends. Not everything out there is truly research based.
- *The Tortoise and the Hare Principle*: Pacing is an individual style issue. When it comes to pacing adult learning, be sensitive to the needs of the learner. Keep in mind the fact that the gradual release continuum isn't a straight line and that learning is recursive.
- *The Oprah Principle*: Relationships are the soul. Just like with kids, rapport is essential when working with adults. Take the time to get to know the teachers you work with both professionally and personally. It's not until a relationship is established that a teacher will be willing to take risks.
- *The Sistine Chapel Principle*: Masterpieces develop over time. Realize that adult learning takes time and that staff developers don't always have the benefit of seeing the product.
- *The Tomie dePaola Principle*: Stamp your heart on every page of your work. Just as with a classroom teacher, it is important to stay passionate about your work and let your own individual style come through.
- *The Great Debate Principle*: There is none. We all want literate lives for each other and ourselves. Steer clear from taking an "us versus them" stance. Maintain an open mind, and remember that we are all in it for the same reasons—the children.
- *The Leo the Late Bloomer Principle*: Each of us blooms in our own good time. Some teachers will take longer on the gradual release continuum. Keep modeling and offering feedback, and they will bloom in due time.
- *The Martha Stewart Principle*: Flowers, notes, and coffee count. Sometimes staff development is more like throwing a party, and these simple courtesies make the teachers you work with feel special and acknowledged.
- *The Monet Principle*: Observe the interplay of reality and reflection. Staff developers can provide a mirror for a teacher's practice. Through observation and feedback, the teacher is encouraged to reflect upon and consider his or her instruction.
- *The Dr. Seuss Principle*: Have fun! How else will teachers have the energy for such hard work?

Sustainment

If a faculty comes together as a learning community, the work will not only be sustained, but will continue to evolve. After three to five years, a school with an

established learning community is ready for independence, and the staff developer's role is to help the teachers sustain it on their own. When it comes to sustaining the work, every school faces its own unique challenges. Some may have high teacher turnover, so the learning community is reconfigured as the veteran teachers frantically try to help the new ones catch up. Other schools have to adapt to changes in curriculum and standards. The issues related to sustaining the work are school specific and dependent upon a principal and a staff of teachers who have vision and knowledge.

For a school to sustain a learning community, organizational changes may be called for. At Harrington, we reallocated positions to include two literacy coaches and one math coach to bolster our capacity for instructional coaching. We also reorganized the daily schedule to afford longer blocks of time and reconsidered our policy regarding classroom interruptions to make teaching time more sacred. In addition, we earmarked funds for future professional development, and teachers began looping across two grade levels so we could have more time with our students. Finally, we changed our traditional yearly calendar to one that was year-round, so we could offer intensive support to our struggling students during extended vacations. Each initiative was implemented gradually, and all were based on our newfound knowledge of educational research and student learning.

Together, we had learned about teaching and learning, and now we were more able to make collaborative decisions that supported our efforts. We were serious about making all that we had learned stick and were willing to make the changes that were essential to sustaining the work.

The research is clear when it comes to the importance of teacher learning. In her report *Doing What Matters Most: Investing in Quality Teaching* (1997), Linda Darling-Hammond cites teacher expertise as the most critical factor for improving America's schools: "Reforms, we have learned over and over again, are rendered effective or ineffective by the knowledge, skills, and commitments of those in schools. Without the know-how and buy-in, innovations do not succeed." In other words, professional development is important because good teaching is important. If you come at school change from the first line of defense, or the teacher, improvements will have a better chance at being sustained over time.

Effective professional development creates a learning environment in which teachers continue to improve their practice to better meet the needs of their students. By becoming a learning community, the teachers at Harrington were more prepared to address the challenges they faced in their classrooms. Teachers were expected to be learners and to work collaboratively, a responsibility that affected all members of the school community, most importantly the students.

Effective Professional Development Produces a Learning Community

In her book *In the Company of Children* (1996), Joanne Hindley stresses the importance of creating a community of learners where all children feel comfortable and can learn from each other. The same communities are critical when the learners are teachers. Just like our students, teachers need the opportunity to work with one another in a supportive environment. In order to learn, teachers need

- a collaborative environment where they feel safe and supported. In our classrooms, we strive for the very same sense of community. Sharing experiences and new ideas is a part of the school culture, and nobody feels isolated.
- leadership opportunities for all teachers regardless of their level of teaching experience. Knowledge is honored and leadership isn't left to a minority. Student ideas and successes are shared and celebrated so the children can learn from each other. The same goes for teachers.
- choice related to professional development. We offer an array of learning opportunities; however, within that choice lies a common vision and focus. Purposeful choice is essential to motivating students as well as teachers.
- feedback as an integral part of the school culture. Teachers cannot be left to carry on behind closed doors, but must be encouraged through observation and feedback. Teachers confer with students so students know whether they are on the right track or if they need more feedback about what to try next. Debriefing sessions with a staff developer yield the same outcome.
- access to resources. A professional library and classroom resources are available for the entire faculty. A well-supplied classroom helps teachers bring rich learning to their students. To learn, teachers need resources to draw upon just like kids.
- a clear set of shared goals and anticipated outcomes. Although learning among teachers is differentiated, the focus is clear and supported by all teachers. Students need to know why they are doing what they are doing, and the same goes for teachers.

Community isn't window dressing. It is much more. Hindley writes, "It is in building this community that we will lay the foundation for the year of academic learning but also for learning about people and the way we live in the world

together. So we will ‘work together’ but equally as important, we will ‘play together.’” Hindley’s is a classroom that personifies learning based on collaboration, leadership, choice, feedback, access to resources, and a clear set of goals. This book will share how to create the same learning environment for teachers.

What About Resistant Learners?

Harrington’s conversion to a professional development focus wasn’t as easy as it sounds, and some of the faculty did everything they could to resist joining the learning community. Usually the reason wasn’t that they had a bad attitude or were negative, though at the time it may have seemed that way. Teachers reject new knowledge and skills for a number of reasons, and our school was no different. Research shows that teachers reject new knowledge and skills when (Guskey and Huberman 1995)

- they are imposed (McLaughlin 1990);
- they are encountered in the context of multiple, contradictory, and overwhelming innovations (Werner 1988);
- most teachers, other than those selected for design teams, have been excluded from their development (Fullan 1991);
- they are packaged in off-site courses or one-shot workshops that are alien to the purposes and contexts of teachers’ work (Little 1993);
- teachers experience them alone and are afraid of being criticized by colleagues or of being seen as elevating themselves on pedestals above them (Fullan and Hargreaves 1991).

A learning community mitigates these conditions. In a true learning community, teachers are trusted members of the process, and innovations are decided upon together and gradually build upon each other. If a school takes the time to build a learning community, teachers will be much less likely to resist change. In due time, a school will develop a solid vision, and teachers will trust themselves, each other, and the process they are moving through. Change becomes organic, building upon itself and evolving over time.

Practical Steps

Since learning communities are built upon an interdependent group of individuals with a set of common goals and a shared vision, no two learning communities are alike. Harrington evolved as a learning community through professional

development based on the gradual release continuum, and each chapter of this book shares some examples of how it happened for us. Can another school replicate the steps to arrive at exactly the same outcome? Probably not. But each idea in this book can be used in any school setting to define a learning community of its own. From our experience, there are several questions to keep in mind.

Does your school draw from the existing knowledge pool? Sometimes schools hesitate to ask the more experienced teachers to step forward and share their knowledge. The most veteran teachers can be both honored and challenged by sharing what they know with others. Ask them to host an in-school lab, so other teachers can observe their teaching. Propose that they lead a study group with their favorite professional book or article. Using them as a resource will enable them to be learners as well and will tap into the knowledge that already exists in the school.

Do you consider professional development a complex endeavor? In professional development, it is tempting to generalize what the teachers should know and then start telling them what they are missing. Build upon what the teacher already knows, and more important, build upon their passions and interests. Motivation is just as important for teachers as it is for students, and learner-centered professional development can give teachers the energy they need to improve their instruction. Professional development can be a source of energy rather than an energy drain.

Do you encourage teacher reflection? Very few people can absorb all aspects of a learning experience and turn it into immediate action. We all need time to process information. When learning occurs over time and includes reflection, learners begin to adapt what they are learning to meet their own needs.

Do the teachers define their own learning goals? As a staff developer, it is important to begin with what the teacher is interested in learning. PEBC staff developers begin their work with questions such as, “What do you hope to get out of this experience?” or “What is keeping you up at night?” or “What can I help you with?” Teachers can usually pinpoint what they need from staff development, and that is where the staff developer can begin the work.

Do you listen to teachers? Effective professional development comes from the teachers. That means that as staff developers, we must *listen*. In conversations during professional development, teachers make revealing statements such as, “My students can’t do that.” On the surface this seems to be a simple comment, and it is easy to move on before tackling what it really means. There may be a thousand reasons why the teacher believes this is true, and it’s the job of the staff developer to uncover the thinking behind the statement. Not until this understanding has been reached can a staff developer begin to move a teacher forward in his or her learning.

Is professional development considered scholarly? Are teachers familiar with a broad array of research and are their decisions based on sources such as university research, journal articles, the work of our colleagues, or findings from organizations such as the International Reading Association and the Rand Report? Learner-centered professional development depends upon teachers being willing to stay current so that they are not operating from hunches or trends but rather from research in the field of education.

Do you avoid the cute ideas? Learning is complex, and cute ideas can oversimplify the process. It's important for teachers to get concrete ideas out of professional development, and of course they need to feel that what they are learning applies directly to their workload. But at the same time, if we don't learn why we are doing things, we will never be empowered to make the decisions we will face in the future.

Do you spend time in faculty meetings only on matters that relate to student achievement? Faculty meetings are a rare opportunity for dialogue about student learning and professional development. With today's technology, communicating information is easier than ever. Schools rarely use e-mail as a way to communicate general information that takes time in faculty meetings. E-mail is a quick and easy way to share the latest news, resulting in more targeted professional development when the faculty comes together.

Do you base professional development on the teachers' self-interest? When teachers understand the research behind student learning, they are more able to determine the steps they need to move their students forward. When it comes to professional development, schools can define their own "mandates for learning" rather than depending on the district to furnish them.

A Final Thought

Hands-on learning is more common in today's classrooms, but is noticeably absent from professional development. Teachers build discussion and interest-based projects into the school day and are learning to accommodate their students' diverse needs and interests. Why can't the same be true for teacher learners? It is time to transfer our knowledge about student learning to teachers. If "sit and get" instruction isn't good enough for our students, then why is it good enough for teachers?

They say choosing a title is the most difficult part of writing a book. I started by keeping a running list of phrases I noticed myself using in my writing. *Learning Along the Way* started off my list. Even though I added several others, this one seemed to say the most because I intend to capture an array of examples

of teacher learning: learning that is collaborative and ongoing, learning that spans time, learning that may be transformed or may transform a school environment, and teacher learning that encourages student learning.

At Harrington, professional development changed the way we viewed student learning. By learning together, we changed our point of view, changed our school community, and most important, changed our teaching. We were learning along the way.

Modeling and Observation

Teacher educators often find themselves trying to capture high-quality instruction in words. Inservices, teacher education programs, and other training venues contain a lot of talk about good instruction but offer very few examples.

The gradual release continuum approaches the early stages of learning quite differently. Because every learner needs concrete models to visualize his or her own changes in practice, teacher learners are

immersed in actual examples of exemplary instruction through professional reading and observations of instruction.

Chapter 2 focuses on modeling high-quality instruction through study groups and teacher discussion.

Chapter 3 offers an example of lab classrooms where instruction is modeled to participating teachers.

Finally, Chapter 4 introduces instructional coaching as another means of modeling and demonstration.



