

APPENDIX C – Quotes

PLAN

Having ... (a) clear and defensible learning focus for students and staff is necessary for the kind of professional learning that is the precursor to changes in practice, and ultimately, to changes in student achievement.

Katz, Steven (2010). What are we Learning about Facilitating Impactful Professional Learning Communities? GTA PNC Capacity Building Project. (p.6)

ACT

Adaptive experts know what to do when routines do not work and when they need to expand current expertise to solve new problems that cannot be solved by what they did previously. This focus on adaptive expertise requires that the knowledge building aspect of the learning cycle is developed by searching for new knowledge and integrating it in flexible ways to meet particular teaching and learning challenges.

Timperley, Helen (2010). Using Evidence in the Classroom for Professional Learning. Paper presented to the Ontario Research Symposium.

<http://www.education.auckland.ac.nz/webdav/site/education/shared/about/schools/tchldv/docs/Using%20Evidence%20in%20the%20Classroom%20for%20Professional%20Learning.pdf>

OBSERVE

Having actual student work is at the center of the collaborative inquiry exercise. It creates the opportunity for evidence-driven, focused professional learning conversations.” p. 76 (Katz et al)
Katz, S., Earl, L. & Jaafar, S.B. (2009). *Building and Connecting Learning Communities: The Power of Networks for School Improvement*. Thousand Oaks, CA: Corwin Press. (p.76)

REFLECT

High impact professional learning balances student results with a rigorous observation of adult practices... Reeves, Douglas (2010). *Transforming Professional Development into Student Results*. Alexandria, VA: ASCD. (p.22)

BUILDING CAPACITY - FACILITATION

Building Community

...even the most motivated teams need a “point person”—at least one member identified and trained to guide their colleagues through the process over time

Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (May, 2009). Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-based Inquiry Teams. *Elementary School Journal*.

http://ucla.academia.edu/RonaldGallimore/Papers/112320/Moving_the_learning_of_teaching_closer_to_practice_Teacher_education_implications_of_school-based_inquiry_teams

Narrowing the Focus

Establishing a focus means identifying an urgent student need and recognizing that this ... is an indicator of teacher learning need.

Katz, Steven (2010). What are we Learning about Facilitating Impactful Professional Learning Communities? GTA PNC Capacity Building Project. (p.5)

Using Facilitation Skills

Just as the classroom teacher influences student learning more than any other variable does, the skill of the facilitator is central to the success of the learning team.

Chappuis, S., Chappuis, J., and Stiggins, R. (2009). Supporting Teacher Learning Teams. *Educational Leadership*, 66 (5). (pp. 56-60)

CONCLUSION

When educators are provided with opportunities to use and interpret a range of evidence in order to become more responsive to their students' learning needs, the impact is substantial.

Adapted from: Timperley, Helen (2010). Using Evidence in the Classroom for Professional Learning. Paper presented to the Ontario Research Symposium.

Collaborative inquiry is one of the most powerful enablers of changes in practice that can influence student learning.

Katz, S., Earl, L. & Jaafar, S.B. (2009). *Building and Connecting Learning Communities: The Power of Networks for School Improvement*. Thousand Oaks, CA: Corwin Press.