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.
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)

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
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.*


**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.*


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