

# Learning Circles

Creating Conditions for  
Professional Development

Michelle Collay

Diane Dunlap

Walter Enloe

George W. Gagnon Jr.

# Learning Circles Creating Conditions For Professional Development

**Michelle Collay**



## **Learning Circles Creating Conditions For Professional Development:**

*Learning Circles* Michelle Collay, 1998-08-18 The Golden Age Of Antibiotics Is Over Deadly new organisms resistant to all known antibiotics are emerging all over the planet and gaining ground FAST It s over The truth is the comfortable world as we have known it for the last 60 years is coming rapidly to an end Bacteria are deadly and the short period of time where we were able to control them is vanishing fast Because of their fantastic power of multiplication doubling every 20 minutes or so that new strain could be all over the Earth within months or even weeks You ve heard of MRSA everyone has heard of MRSA But did you know that in 2009 an even more virulent new strain of MRSA emerged that is FIVE TIMES more deadly and kills 50% of its victims But it s not just MRSA Now we have VRE vancomycin resistant enterococcus which is far more deadly than MRSA 100% fatal septicemia Also we now have PRSP penicillin resistant Streptococcus pneumoniae It is reported that out of 100 000 hospitalizations for pneumonia 40% are now due to this organism And don t forget resistant syphilis is back on the loose Syphilis Lues was one of the most feared of all diseases for centuries and kept young men and women in terror of the act of sexual union Our old enemy TB is on the prowl too with a new strain which is classed MDR multiple drug resistant In Germany in the summer of 2011 A deadly new strain of E Coli emerged that is highly resistant to antibiotics and killed hundreds in Europe on it s unstoppable rampage If you are not worried about this deteriorating position you should be False reliance on drugs and pharma medicine has proven to be a weak strategy the game is LOST The Truth Is You can t hold back bacteria They are too overwhelmingly numerous and powerful But there is GOOD news In the days before antibiotics not everyone died of their infections There were scores of great workable non drug solutions to infections These remedies still work You need to get to know them get re acquainted with our folklore and natural heritage again and fast You never know when the next outbreak will sweep your neighborhood It s important to strengthen your immune defenses of course But you also need to go on a short education course of learning what your antibiotic alternative options are To make it easy for you Dr Keith has compiled a comprehensive report of all the suitable alternatives with scientific studies to support them You ll be amazed just how many humble home remedies and plant based solutions have been studied scientifically and demonstrated to work effectively PLUS he has given you lots of very modern possibilities that were not even dreamed of in the era before antibiotics This is the AUTHORITY report you have been waiting for Dr Keith is well known for demanding minimum scientific standards not just myth wise woman stories and ignorant conjecture      **Professional Development** Sally J. Zepeda, 2013-10-02 This top selling book will serve as the compass and road map to your school s professional development journey A comprehensive and authoritative resource you will go to again and again this book helps guide principals directors of professional development school district committees and other leaders in creating an effective professional development program that moves ideas from knowledge to action Topics include Learning Communities Job Embedded Learning Coaching Teacher Study Groups Critical Friends Lesson Study Portfolios And more Additionally this book features helpful case studies

useful forms and templates sample agendas and other invaluable resources for professional development The second edition contains the following enhancements Expanded coverage of job embedded learning which is a cost effective way for administrators to enhance professional development with their staff More information on the theoretical grounding of professional development with applications that can be readily adapted for use in schools Updated references and figures to reflect newly published literature on the topics covered User friendly tabs so you can find and return to your favorite sections time after time

**ENC Focus** ,2001      **Teaching by Design in Elementary Mathematics, Grades 2–3** Jennifer Stepanek,Melinda Leong,Linda Griffin,2010-11-19 This professional learning programme for Key Stage 2 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

*The Reality of Change* ,2000      *Leading Lesson Study* Jennifer Stepanek,Gary Appel,Melinda Leong,Michelle Turner Mangan,Mark Mitchell,2006-12-20 Provides readers with a compelling rationale for the process offers experience tested tools and suggests ways to address commonly occurring challenges This book will assist teachers and those who support them in understanding and implementing all phases of lesson study from initial planning through sharing with others what was learned Dennis Sparks Executive Director National Staff Development Council A powerful teacher professional development process that focuses collaborative teams directly on the classroom and the perfect tool for teachers professional developers and team leaders Gives you everything you need to use lesson study to support teachers in thinking deeply about practice Roberta Jaffe Science Education Coordinator New Teacher Center University of California Santa Cruz Use this team centered approach to directly enhance teaching and learning in your school First introduced in Japan lesson study has gained enthusiastic advocates in US educational circles as a powerful collaborative approach that brings teachers together as researchers into the science and craft of teaching and learning in their classrooms Teachers work as teams to develop a lesson plan teach and observe the lesson to collect data on student learning and use their observations to refine their lesson Participants build their sense of professional authority while discovering effective practices that result in improved learning outcomes for their students This how to guide provides teachers administrators and team leaders with practical strategies models and tools The book leads a beginning team through the phases of the lesson study cycle and provides an experienced team with new perspectives Using

examples from U S classrooms this handbook Encourages educators to generate and share knowledge Inspires a teacher researcher stance Illustrates both the process and substance of lesson study Encourages collaboration Provides guidelines for avoiding common pitfalls Leading Lesson Study is an excellent resource for both experienced and novice lesson study teams administrators who want to start a lesson study program and lesson study team facilitators such as instructional coaches and professional development providers      Lead with Me Anita Pankake,Chuey Abrego,2017-06-27 Lead With Me 2nd Edition provides courageous principals with the tools for partnering with teachers in the student learning and improvement process This practical guide explains the skills teacher leaders need and offers advice for principals who wish to engage teachers in learning these skills Packed with stories and examples from educators in the field this second edition explores how to Build mutual trust and accountability with teachers and faculty Encourage and facilitate professional development Carefully manage the distribution of power and authority by involving faculty members in decision making The revised second edition provides a variety of helpful tools PowerPoint presentations reflection questions activities for professional learning sessions and annotated lists of additional resources that can be downloaded as eResources www routledge com books details 9781138785588      **Constructivist Learning Design** George W. Gagnon,Michelle Collay,2005-12-21 Use the Constructivist Learning Design CLD six step planning framework to engage students in constructivist learning events that meet standards based outcomes      Everyday Teacher Leadership Michelle Collay,2011-03-16 The essential guidelines for leading effective change in your school From an education expert comes a much needed resource that gives teacher leaders the strategies and tools they need to improve their practice and assume new leadership roles in their schools The author outlines the everyday acts of teacher leadership and shows how to lead effectively through collaboration The book also contains suggestions for leading change beyond the classroom Discusses what works when taking on the role of teacher leader in a school Contains proven strategies and tools for implementing school change Includes activities in each chapter that are teacher tested and can be used by individuals teams or larger groups This important resource offers school leaders a much needed guide for learning how to lead and implement school change      **Student Success in Community Colleges** Deborah J. Boroch,Laura Hope,Bruce M. Smith,Robert S. Gabriner,Pamela M. Mery,Robert M. Johnstone,Rose Asera,2010-02-22 Student Success in Community Colleges As more and more underprepared students enroll in college basic skills education is an increasing concern for all higher education institutions Student Success in Community Colleges offers education leaders administrators faculty and staff an essential resource for helping these students succeed and advance in college By applying the book s self assessment instrument colleges can pinpoint how their current activities align with the most effective proven practices Once the gaps are identified community college leaders can determine the best strategic direction for improvement Drawing on a broad knowledge base and illustrative examples from the most current literature the authors cover organizational administrative and instructional

practices program components student support services and strategies and professional learning and development Designed to help engage community college leadership and practitioners in addressing the practices structures and obstacles that enhance or impede the success of basic skills students the book s strategies can be tailored to various institutional levels showing how to unite faculty staff and administrators in a cooperative effort to effect institutional change Finally Student Success in Community Colleges reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society This is a most unusual and valuable book it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges Compiled by a team of practicing professionals in teaching administration and research it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students K Patricia Cross professor of higher education emerita University of California Berkeley For its first hundred years the community college was committed primarily to access in its second hundred years the commitment has changed dramatically to success This book provides the best road map to date on how community colleges can reach that goal Terry O Banion president emeritus League for Innovation and director Community College Leadership Program Walden University This guide is the most comprehensive source of information about all facets of basic skills or developmental education It will be invaluable not just to community college educators across the nation but also to those in high schools and four year colleges who share similar problems W Norton Grubb David Gardner Chair in Higher Education University of California Berkeley

*Capturing the Wisdom of Practice* Giselle Martin-Kniep,1999-09-15 What do professional portfolios consist of Who are their audiences Why should teachers and administrators use them How are they structured In *Capturing the Wisdom of Practice* Giselle Martin Kniep answers these and other questions drawing on her work with more than 3 000 teachers and administrators from 400 school districts Through excerpts from actual portfolios Martin Kniep illustrates how to select a range of artifacts that will lead portfolio developers to evaluate and improve their work She also discusses using portfolios for key purposes learning curriculum development and assessment research and staff development Readers will find many practical strategies for building and using portfolios and learn what conditions are needed for success I am absolutely convinced says Martin Kniep that every professional who uses portfolios in a serious way will become a better teacher or administrator Note This product listing is for the Adobe Acrobat PDF version of the book

[Critical Thinking TACTICS for Nurses](#) M. Gaie Rubenfeld,Barbara Scheffer,2014-03-28 *Critical Thinking TACTICS for Nurses* Achieving IOM Competencies Third Edition is a user friendly and practical manual focusing on the day to day realities of doing learning and evaluating critical thinking in nursing With clear examples of both the parts and the whole of this complex process each chapter includes action learning activities to promote critical thinking Tracking Assessing and Cultivating Thinking to Improve Competency based Strategies or TACTICS Issues addressed include critical thinking language and awareness

enhancement the impact of critical thinking on quality care mentoring the critical thinking of staff and students and designing performance criteria for critical thinking Based on the authors research in both defining and assessing critical thinking in nursing this text also draws from their years of refining critical thinking teaching and learning methods

*Democratic Learning and Leading* Ronald J. Newell, Irving H. Buchen, 2004 Newell and Buchen show how the experience of a group of practitioners has lighted the way for continual development of the elements of the collaborative culture by living them and creating a teacher led school *The State of Theological Education in Central and East European Universities* ,2024-11-18 Through a geographic spread that surveys theological education in Central and East Europe this volume provides a local glimpse into the state of theological education but also global reflection on the state and scope of theological education as a type of Christian mission and witness in light of secularization and globalization under the conditions of late modernity *The Coolest School in America* Doug Thomas, Walter Enloe, Ronald J. Newell, 2005 This book describes the creation of and development of learning communities that are changing the conversation about what schools can be and do *Teachers As Owners* Edward J. Dirkswager, 2002-05-21 What if teachers were owners not employees Teacher ownership is a revolutionary way to put excitement and meaning back into the teaching profession and to revitalize public education This book demonstrates how being an owner rather than an employee can give teachers control of their professional activity including full responsibility and accountability for creating and sustaining high performing learning communities It presents examples of teacher ownership in practice and provides practical models for those who would like to experience the professional satisfaction found in ownership Like doctors lawyers and other professionals teachers have the same opportunity to work for themselves through ownership of professional partnerships In a professional partnership the teachers are the leaders and decision makers They control their own work and their own relationships to students including determining curriculum setting the budget choosing the level of technology available to students determining their own salaries selecting their colleagues monitoring performance and hiring administrators to work for them not vice versa

**SAGE Handbook of Mentoring and Coaching in Education** Sarah Fletcher, Carol A Mullen, 2012-02-14 The knowledge base about mentoring and coaching in education has grown considerably worldwide in the last decade The very many definitions of mentoring and coaching demand an evidence base to assist with understanding the convergence and distinctions between these concepts and with situating them in relation to learning This Handbook is a leading source of ideas and information It covers national and international research on schools higher education and disciplines within and beyond education The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated Unique in its coverage this handbook maps current knowledge and understanding values and skills underpinning educational mentoring and coaching for learning Contributors who are leading scholars and practitioners address issues of theory and practice in school higher education and other educational contexts

and they set out practical applications of coaching and mentoring for practitioners and researchers Contributors also address social justice issues such as those involving traditional and technical forms of mentoring and coaching democratic and accountability agendas and institutional and historical patterns of learning The SAGE Handbook of Mentoring and Coaching in Education is an essential reference for practitioners researchers educators and policymakers Dr Sarah J Fletcher is an international Educational Research Mentoring and Coaching Consultant and she convenes the Mentoring and Coaching SIG for the British Educational Research Association Carol A Mullen is Professor and Chair Educational Leadership and Cultural Foundations Department at The University of North Carolina at Greensboro North Carolina USA **Handbook of**

**Sustainable Weed Management** Harinder P. Singh, Daizy Rani Batish, Ravinder Kumar Kohli, 2006-03-30 Innovative Strategies for Managing Weeds in an Environmentally Protective Manner Successfully meeting the challenge of providing weed control without relying on dangerous chemicals that endanger the ecosystem or human lives this compendium focuses on management strategies that reduce herbicidal usage restore ecological balance and increase **Cow Up a Tree LEARN** Group, 2000 Western societies are calling for speedy change in agriculture and the agrifood industries to incorporate new quality criteria into the goods they produce To promote these changes what scientists must develop are not universally implementable technical solutions but self diagnosis methods to be used by agricultural producers and their advisors They also need to evolve new procedures for research intervention in collective organisations There is a need for new individual and collective learning and organisation processes based on transdisciplinarity and co learning among researchers development professionals decision makers and farmers In this book scientists from ten industrialised countries describe and reflect on their theoretical and practical experience of the different forms of learning they experimented with **Teaching**

**by Design in Elementary Mathematics, Grades K-1** Jennifer Stepanek, Melinda Leong, Linda Griffin, 2010-11-16 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration



## **Learning Circles Creating Conditions For Professional Development** Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Learning Circles Creating Conditions For Professional Development**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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