

Provocative Prompts

Directions: Read the sheet of quotations. Select one quotation and be prepared to share in a go-round why you chose it.

There is nothing stronger than a protocol when it comes to undergirding human interactions, but the strength is in the service of expression and discovery.¹

Protocols constrain participation in order to heighten it.¹

The power of protocol amid turbulence is that it can assist in discovery and creativity.¹

...professional development leaders [are encouraged] to create spaces for teachers to talk and engage in practices together rather than seeking to control individuals. Dialogue, as a professional practice that leads to teacher learning, involves rich descriptions of practice, attention to evidence, examination of alternative interpretations and possibilities.²

What educators need is to focus on product... We think product worth producing begins with a thoughtful process.¹

Facilitative leadership is the lubricant of democracy in any setting or field.¹

An emerging view of ...high quality professional development calls upon teachers, instructors, advisors, counselors, and other staff to become professional learners who can learn to change and adapt on an ongoing basis in collaboration with others.²

Transfer of learning requires significant effort on the part of the professional developers to incorporate the right practices.²

In formal settings, just talking can be counterproductive...meetings called to address serious problems frequently fail because of under regulated talking.¹

Belief in the efficacy of our efforts is a principal tool of our trade. But our unconditional believing can hurt our capacity to revise our practice when needed.¹

Individuals learn from the "collective capacity" of a collective learning group through the process of dialogue. This distinction between types of "teacher talk" helps establish that simple interactions between learners are not sufficient substitutes for high quality learning conversations.²

Whenever talk has important consequences, we deserve a change to think through what we want to say, and an environment where what we choose to say can be heard and respected.¹

We envision that the majority of the PD will include an online and blended delivery of instruction.²

Systemic change in an organization can cause unease and may be intimidating. The reality of the change process indicates that adults and institutions resist change. During the iterative cycle of change initiated through PD, institutional forces work to maintain equilibrium with current practices.²

Those conducting PD must plan for and facilitate the means and opportunities to ensure collective participation, communities of learners, communities of practice, and collegial support networks.²

¹ McDonald, J., Mohr, N., Dichter, A., & McDonald, E. (2007). *The Power of Protocols: An Educator's Guide to Better Practice, Second Edition*. New York and London, Teacher's College, Columbia University.

² Graner, P., Ault, M. M., Mellard, D., Gingerich, R. (2012). White Paper, Effective Professional Development for Adult Learners. University of Kansas, Lawrence, KS