

INDEX

Figures are indicated by f following the page number.

- Accountability. *See* Responsibility/
accountability
- Accountable Talk
overview, 169–171, 170f
collaborative inquiry and, 198,
200–201, 201f, 214–215, 215f
discussion starters, 214–215, 215f
knowledge building circles and, 214
learning walls for, 146
- Action plan creation, 26, 29–31f
- Adapt-ability, 297, 306–307, 335
- Altosaar, Erin, 214–218
- Anchor charts, 126–127f, 127–128,
212–213, 212–213f
- Ashleigh, Doug, 295–296
- Aspects of Writing case study,
246–249, 248f
- Assessment
overview, 17, 120–122, 120–122f
beginning with the end in mind,
121–122, 122f
collaborative inquiry and, 219
instruction as other side of,
151–152, 152f
learning walls for, 144–147, 145f
project-based learning and,
203–204f
types of, 123
Venn diagrams and, 137–138, 137f
See also Assessment Waterfall
Charts; Collaborative
assessment of student work
(CASW)
- Assessment as learning, 123
- Assessment for learning, 123
- Assessment in action, 191–195
- Assessment literacy, 121, 121f, 147
- Assessment of learning, 123
- Assessment Waterfall Charts
overview, 123, 124f
big ideas and essential questions,
124–125
descriptive feedback and, 136–139,
137–138f
5 questions and, 330, 331–333f
individual goal setting, 142–144, 143f
learning intentions and, 126–127f,
126–128
peer- and self-assessment, 139–141,
140–142f
success criteria and, 128–136, 129f,
133–135f
See also Instruction
- Authorship, 220–222
- Bandura, Alfred, 155
- BCE (Brisbane Catholic Education),
296–297
- Beginning with the end in mind,
121–122, 122f
- Beliefs. *See* Shared beliefs and
understandings
- Bereiter, Carl, 213–214
- Betts, Pam, 52–53, 64
- Biggar, Monica, 132
- Big ideas and essential questions,
124–125, 219
- Blame-free environment, 93, 95.
See also Safety; Trust
- Book rooms, 20–21

- Borgfjord, Mike, 64
- Boss, Susie, 199–200
- Bracken Ridge State School, 241–246, 242f, 244f, 254
- Brisbane Catholic Education (BCE), 296–297
- Brown, S., 19
- Budget resources, 21
- Bump-It-Up Walls, 139–141, 140–142f
- Burch, Noel, 271
- Burke, Melissa, 241–246, 242f, 244f, 254
- Buy-in, 52–53
- Campbell, C., 19
- Campling, Mark, 14–15
- Capacity building. *See* Collective Capacity
- Case Management Approach (CMA), 18–19, 226f, 227–228. *See also* Case Management Meetings (CMM); Data Walls
- Case Management Meetings (CMM) overview, 18–19
- data wall tags for, 253–254, 253–254f
- defined, 250
- Ipswich cluster case study, 35–36
- project-based learning and, 204f
- QR codes for, 253–254, 254f
- school meetings, 250–254, 253–254f
- steps for, 251–253, 255–256
- system meetings, 254–257
- CASW (collaborative assessment of student work), 19–20, 205f, 283–285
- Catholic Education Diocese of Parramatta, 237–239, 238f, 240–241f
- Causal Maps/Models, 207, 209, 210f
- CEWA, 239–241, 240–241f
- Child and Family Center case study, 66–69, 67–68f
- CI. *See* Collaborative Inquiry (CI)
- CLARITY
- assessment and, 129, 147
- co-construction and, 129
- collaborative inquiry and, 219
- defined, 1
- differentiation and, 174
- leadership and, 295
- shared beliefs and understandings, 46–47
- staying the course of, 340–341, 341f
- writing continuums and, 168
- Classroom environment. *See* Third Teacher
- Cluster 5 whole-school case study, 92–96
- Cluster 5 whole-system case study, 80–92, 81f, 89–90f
- CMM. *See* Case Management Meetings (CMM)
- Coaching
- “I Can Assist You” envelopes, 61, 62f
- instructional coaches, 84, 86, 282–283
- Tracey Peterson on, 49
- See also* Knowledgeable Others (KO)
- Co-construction
- assessment and, 121, 147
- collaborative inquiry and, 219–220
- of Data Walls, 229, 235–241, 238f, 240–241f
- of learning intentions, 129–136, 133–135f
- of learning spaces, 9–10
- learning walls for, 146–147
- for lesson study, 276
- of success criteria, 129–136, 133–135f
- of writing continuums, 165–168, 167–169f

- Collabor-ability, 305–306
- Collaboration, 2, 51–52
- Collaborative assessment of student work (CASW), 19–20, 205f, 283–285
- Collaborative Inquiry (CI)
 - overview, 21–22, 72–73f, 72–74
 - assessment and, 196–197
 - classroom learning community created by, 196–197
 - co-learning protocols, 75–79
 - cycle of, 73, 73f, 78–79, 92, 96
 - early years’ classroom case study, 187–191, 188–189f
 - elements of, 78–79
 - importance of, 186–187
 - integrative thinking and, 207–211, 209–210f, 212–213f
 - knowledgeable others and, 189f, 287–291
 - knowledge building and, 211–218, 212–213f, 215–217f
 - lesson study as, 275–278
 - operating norms for, 75, 95
 - power of, 218–220
 - project-based learning and, 202, 203–206f, 207
 - roles in, 199–200, 201f
 - secondary school classroom case study, 192–195
 - stages of student-led, 197–199, 198f, 200
 - student voice and choice as insufficient, 220–222
 - value of, 79–80
 - Whole-School case study, 92–96
 - Whole-System case study, 80–92, 81f, 89–90f
- See also* Professional Learning (PL)
- Collaborative Professionalism, 2, 284–285, 301, 308
- Collaborative triage, 21
- Collective Capacity, 19, 25, 186, 270–271, 301. *See also* Collaborative Inquiry (CI); Data Walls; Knowledgeable Others (KO); Learning Walks and Talks
- Collective feedback, 138–139, 138f
- Collective Teacher Efficacy, 79, 80, 129, 135–136, 186
- Collins, Kathy, 110–111
- Commitment
 - assessment and, 148
 - collaborative inquiry and, 116, 223
 - Data Walls and, 266
 - 5 questions and, 70
 - 14 Parameters and, 41–42
 - Groves Teachers’ Creed, 54
 - instruction and, 183
 - intervention and, 266
 - knowledgeable others and, 291–292
 - by leaders, 91
 - learning walks and talks and, 336
 - literacy and, 183
 - parental/community involvement and, 70
 - principals and system leaders as lead learners and, 336
 - professional learning and, 114, 116
 - success criteria and, 148
- Community involvement. *See* Parental/community involvement
- Community of learners, 200
- Competence-incompetence matrix, 271, 271f
- Comprehension, 156, 156f
- Concept mapping, 175
- Confidentiality of Data Walls, 234–235, 234–235f
- Consciously skilled teachers, 271–275, 271f
- Co-teaching conversations, 19–20
- Co-Teaching Cycle, 190, 278–282, 279f, 287–291, 289f

- Courageous conversations, 230
- Critical literacy, 158–163, 160f
- Critically literate graduates, 152, 153f
- Critical thinking skills, 164
- Cross-curricular literacy connections
 - overview, 23, 150f, 151
 - importance of, 160, 160f
 - project-based learning and, 206f
- Cueing systems, 155, 156f
- Culture. *See* Third Teacher
- Curriculum, 200

- Darling Downs South West Region, 56–58, 57–58f, 63
- Data
 - learning walks and talks and, 328, 335
 - multiple sources of, 93–94, 95
 - professional learning and, 114
 - putting FACES on, 226
 - student work as, 53
 - See also* Case Management Meetings (CMM); Data Walls
- Data Dialogue Cycle, 106
- Data Walls
 - beginning with, 232–234, 233f
 - case management meeting tags on, 253–254, 253–254f
 - as co-constructed, 229, 235–241, 238f, 240–241f
 - elementary school case study, 241–246, 242f, 244f
 - FACES and, 226, 231, 245
 - guiding principles of, 230, 231–232f
 - Ipswich cluster case study, 34–35f
 - learning walks and talks and, 328
 - legends for, 243, 244f
 - operating norms for, 230, 231f, 232
 - as private, 234–235, 234–235f
 - project-based learning and, 204f
 - reasons for using, 18–19
 - responsibility/accountability and, 50–51, 50f
 - secondary school case study, 246–249, 248f
- Debriefing, 77, 276, 281
- Deliberate pauses
 - assessment, 148
 - collaborative inquiry and, 95, 117, 223
 - data walls and, 266
 - 5 questions for parents
 - creating, 64
 - instruction, 183
 - knowledgeable others, 292
 - leadership, 336
 - team learning experiences, 70
 - See also* Reflection
- Demonstration Classrooms, 285–287
- Descriptive Feedback, 136–139, 137–138f, 257, 284
- Dewaele, Penny, 235, 235f
- Diakiw, Kate, 277–278
- Differentiation
 - data walls for, 249
 - gradual release and acceptance and, 171
 - as literacy instruction component, 173–174
 - professional learning and, 114
 - self-assessment and, 145, 146
- Differentiation Ladders, 258, 259–261f
- Diffusion model of knowledge
 - mobilization, 106
- Digital tools, 192–195, 253–254, 254f
- Diocese of Parramatta, 262–265. *See also* Whitby, Greg
- Doyle, Gabrielle, 239, 240f

- Early intervention, 257–261, 258–261f
- Effective readers, 157–158
- Emerling, B. A., 182, 285, 286

- Empowerment
 - assessment and, 128–129, 147
 - technology and, 194, 195
 - writing and, 164
- Engagement in student collaborative inquiry, 198
- English as a second language
 - (ESL) case study, 80–92, 81f, 89–90f
- Environment. *See* Third Teacher
- Equity, 123. *See also* Shared beliefs and understandings
- Essential questions and big ideas, 124–125, 219
- Excellence, 123
- Expectations, low, 180–182
- FACES
 - data walls for, 226, 231, 245
 - Geham State School case study, 56–58, 57–58f
 - Groves Christian College case study, 53–55
 - staying the course and, 340–341, 341f
- Facilitation skills training, 78
- Faichney, Kerry, 156–158
- Fail fast, 51, 96
- Farmer, Stuart, 272–273
- Faubert, B., 19
- Feedback, collective, 138–139, 138f. *See also* Descriptive Feedback
- Fellowship of Instructional Leaders (FIL), 100–107, 103f
- Finland, 66
- First order and second order change, 311–316, 323
- 5 questions, 59–66, 60f, 62f, 65f, 329–330, 331–333f
- Fix-up strategies, 157
- Forbes, Jim, 323–324
- 4Ps, 338–340
- 14 Parameters
 - overview, 3, 8, 8f, 10–12, 11f
 - action plan creation for, 26, 29–31f
 - case study for, 32–39, 34f
 - implementation of, 24–26, 25f
 - importance of, 11–12
 - intersection of, 23–24, 24f
 - Parameter #1. *See* Shared beliefs and understandings
 - Parameter #2. *See* Knowledgeable Others (KO)
 - Parameter #3. *See* Quality assessment informing instruction
 - Parameter #4. *See* Principals and system leaders as lead learners
 - Parameter #5. *See* Intervention
 - Parameter #6. *See* Case Management Approach (CMA)
 - Parameter #7. *See* Professional Learning (PL)
 - Parameter #8. *See* Collaborative assessment of student work (CASW)
 - Parameter #9. *See* Resource rooms
 - Parameter #10. *See* Budget resources
 - Parameter #11. *See* Collaborative Inquiry (CI)
 - Parameter #12. *See* Parental/ community involvement
 - Parameter #13. *See* Cross-curricular literacy connections
 - Parameter #14. *See* Responsibility/ accountability
 - self-assessment using, 26, 27–28f
 - as structure for change, 91
- Fullan, Michael, 186, 226, 277–278, 299
- Galdames, Sergio, 297
- Gallimore, R., 182, 285, 286
- Geham State School case study, 56–58, 57–58f

- Gibbons, Racquel, 317–323, 321f
- Glaze, Avis, 302
- Glazer, J. L., 263
- Goal setting, 142–144, 143f
- Good first teaching, 155, 191
- Gradual Release and Acceptance of Responsibility (GRR)
- overview, 171–173, 173f
 - competence-incompetence matrix and, 271
 - co-teaching cycles using, 288–289, 289f
 - cross-curricular literacy connections using, 23
 - defined, 17
 - scaffolds and, 158
- Graphic organizers, 175
- Greenan, Melanie, 125, 200, 217–218
- Groves Christian College case study, 53–55
- Groves Teachers' Creed, 54
- Growth mindset. *See* Shared beliefs and understandings
- GRR. *See* Gradual Release and Acceptance of Responsibility (GRR)
- Guided practice, 172
- Habits of mind, 173
- Harris, Alma, 1–5
- Harrison, Brian, 324–327
- Hattie, John, 79, 128, 137
- Hawkins, Dianne, 308–309
- Helena public school case study, 108–114, 112–113f
- Higher-order thinking, performance tasks and, 174–182, 176f, 178f
- Hobbs-Johnson, A., 19
- Home School Learning Walks and Talks, 329
- “I Can Assist You” envelopes, 61, 62f
- If/then statements (provocations), 96
- Imagine-ability, 303–304
- IMPACT
- collaborative inquiry and, 88–91, 89–90f, 94–95, 194–195, 211
 - data walls and, 240–241, 241f
 - FACES, 57–58, 58f
 - 14 Parameters, 37
 - leaders, 296–297, 315–316, 315f
 - networked communities of practice and, 320–322, 321f
 - professional learning and, 104–106, 105f, 111–113, 112–113f
 - Reading Recovery, 264–265
- Independent practice, 172
- Individual goal setting, 142–144, 143f
- Instruction, 150f, 151–154, 152–153f.
- See also* Case Management Meetings (CMM); Literacy instruction components
- Instructional coaching, 84, 86, 282–283. *See also* Knowledgeable Others (KO)
- Instructional leadership, 4. *See also* Leaders; Principals and system leaders as lead learners
- Instruction Waterfall Chart, 151–152, 152f
- Integrative Thinking, 217–218
- Integrative thinking, 207–211, 209–210f, 212–213f
- Integrative Thinking tools
- causal maps, 207, 209, 210f
 - ladders of inference, 207, 210, 216, 216–217f
 - pro-pro charts, 207, 209f
- Interpersonal skills, knowledgeable others as needing, 16
- Intervention
- overview, 18, 228, 250
 - case management meetings approach case study, 258–261, 259–261f

- early and ongoing, 257–261, 258–261f
- project-based learning and, 204f
- Reading Recovery, 262–265, 263–264f
- requirements for, 265
- See also* Case Management Meetings (CMM)
- Involvement. *See* Parental/ community involvement
- Ipswich cluster case study, 32–39, 34f
- “I see, I wonder, I think” protocol, 190–191
- Iteration, 9, 72–73, 78–79, 96.
 - See also* Gradual Release and Acceptance of Responsibility (GRR)
- Kelly, Marisa, 66–69, 67–68f
- Kenworthy, Helen, 32–39, 34f
- Knight, Jim, 282–283, 287
- Kniginyzky, Katie, 187–192, 188–189f
- Knowledge-ability, 299–300
- Knowledgeable Others (KO)
 - overview, 16–17
 - collaborative assessment of student work, 283–285
 - collaborative inquiry and, 78, 91, 95, 189f, 287–291
 - co-teaching cycles, 278–282, 279f, 287–291, 289f
 - defined, 16
 - demonstration classrooms, 285–287
 - importance of, 272
 - instructional coaching, 282–283
 - leadership and, 299–300
 - lesson study strategy, 275–278
 - literacy instruction and, 154
 - professional learning and, 114, 272–273
 - project-based learning and, 203f
 - qualities needed for, 273–274
 - Reading Recovery and, 262
 - role of, 271, 272–273
 - tips for, 274–275
- Knowledge building circles, 211–218, 212–213f, 215–217f
- Knowledge mobilization, 106.
 - See also* Learning Fairs
- KO. *See* Knowledgeable Others (KO)
- Krause, Elaine, 166–167, 167–168f
- Ladders of Inference, 207, 210, 216, 216–217f
- Larapinta Child and Family Center, 66–69, 67–68f
- Leaders
 - collaborative inquiry involvement, 78, 86–87
 - commitment by, 91
 - data walls and, 250
 - 5 questions for, 62–63
 - importance of, 3–4
 - lead to learn, learn to lead, 114–116, 115f
 - parent involvement and, 63–64
 - professional learning and, 270–271
 - See also* Knowledgeable Others (KO); Principals and system leaders as lead learners
- Leadership dimensions
 - adapt-ability, 297, 306–307, 335
 - collabor-ability, 305–306
 - imagine-ability, 303–304
 - knowledge-ability, 299–300
 - mobilize-ability, 300–301
 - sustain-ability, 302–303
- Leadership for Coherence
 - Framework, 101–102, 101f
- Leading Collaborative Learning: Empowering Excellence* (Sharratt & Planche), 75
- Lead to learn, learn to lead, 114–116, 115f
- Learning Fairs, 39–41, 40–41f

- Learning Intentions (LI)
 - anchor charts for, 126–127f, 127–128
 - assessment and, 126–127f, 126–128
 - co-construction of, 129–136, 133–135f
 - differentiation and, 173–174
- Learning organizations, 305–306
- Learning Walks and Talks
 - case management meetings and, 251
 - collaborative inquiry and, 92
 - data walls and, 328
 - 5 questions and, 59–63, 60f, 62f
 - Ipswich cluster case study, 36
 - to know learners, 59
 - networked communities of
 - practice and, 319
 - principals and system leaders and, 327–328, 330, 334–335
 - purposes of, 334–335
 - types of, 328–329
 - what to look for, 313
- Learning Walls, 144–147, 145f
- Lesson Study, 275–278
- Lewis, Martine, 270–271
- LI. *See* Learning Intentions (LI)
- Literacy, principles of, 153–154
- Literacy instruction components
 - accountable talk and, 169–171, 170f
 - critical literacy, 158–163, 160f
 - differentiation, 173–174
 - gradual release and acceptance and, 171–173, 173f
 - higher-order thinking and robust
 - performance tasks, 174–182, 176f, 178f
 - oral language, 155
 - reading comprehension, 155–158, 156f
 - writing, 163–168, 167–169f
 - See also* Cross-curricular literacy connections
- Literacy principles, 153–154
- Lloyd, Kari, 258–261, 259–261f
- Lovallo, D., 92
- Maar, Jill, 311–316, 315f
- Macbeth*, performance tasks and, 177–179, 178f
- Macrocosm, 308–309
- Markle, Barbara, 98, 99.
 - See also* Michigan State University (MSU)
- Mathematical literacy. *See* Literacy instruction components
- McGie, Jennifer, 138–139, 138f
- McMahon, Tim, 110
- Meetings, 19
- Mentor texts, 164–165
- Menz, Regina, 132–136, 133–135f
- Metacognition, 220, 221–222f
- Metropolitan Region, 13f, 33, 317–323, 321f
- Michigan State University (MSU), 98–107, 101f, 103f, 105f
- Microcosm, 309
- Mind mapping, 175
- Mobilize-ability, 300–301
- Modeled practice, 172
- Modeling, 187, 285–287
- Momentum, 295–296
- MSU (Michigan State University), 98–107, 101f, 103f, 105f
- Multimedia rooms. *See* Resource rooms
- Multimedia texts, 192–195
- Networked Communities of Practice, 317–323, 321f
- Network Learning Walks and Talks, 328–329
- No-blame environment, 93, 95.
 - See also* Safety; Trust
- Nonfiction writing, 164
- Norms. *See* Operating norms

- Ogram, Maggie, 74
- Ontario Ministry of Education,
174, 200, 282
- Ontario Teacher Learning and
Leadership Protocol (TLLP),
192–195
- Operating norms
accountable talk and, 170
collaborative assessment of student
work and, 284
collaborative inquiry and, 75, 93,
95, 198, 200–201
data walls and, 230, 231f, 232
knowledgeable others and, 274
lesson study and, 276
principal learning teams
and, 325
professional learning communities
and, 109
- Oral language literacy, 155
- Oral rehearsal, 169
- Osmond-Johnson, P., 19
- Parameter #1. *See* Shared beliefs and
understandings
- Parameter #2. *See* Knowledgeable
Others (KO)
- Parameter #3. *See* Quality assessment
informing instruction
- Parameter #4. *See* Principals and
system leaders as lead learners
- Parameter #5. *See* Intervention
- Parameter #6. *See* Case Management
Approach (CMA)
- Parameter #7. *See* Professional
Learning (PL)
- Parameter #8. *See* Collaborative
assessment of student work
(CASW)
- Parameter #9. *See* Resource rooms
- Parameter #10. *See* Budget resources
- Parameter #11. *See* Collaborative
Inquiry (CI)
- Parameter #12. *See* Parental/
community involvement
- Parameter #13. *See* Cross-curricular
literacy connections
- Parameter #14. *See* Responsibility/
accountability
- Parental/community involvement
overview, 22
Child and Family Center case
study, 66–69, 67–68f
5 questions and, 63–66, 65f
project-based learning and, 205f
- Park Lawn Junior Middle School,
212–213f, 212–218, 215–217f
- Paramatta Marist High, 246–249, 248f
- Partnerships, 339
- Peer- and self-assessment, 139–141,
140–142f. *See also*
Self-assessment
- Performance tasks
higher-order thinking and,
174–182, 176f, 178f
low expectations for, 180–182
success criteria for, 179–180
- Performance Walls.
See Bump-It-Up Walls
- Personalization, 339
- Personification, 190
- Petersen, Tracey, 49, 115, 180–182,
287–291, 289f, 303–304
- Peurach, D. J., 263
- Pipeline, 339
- PL. *See* Professional Learning (PL)
- Planche, Beate, 75, 77–78
- PLC (Professional Learning
Communities), 272–273
- PLC Summer Conference, 110
- Politics, 340
- Powers, Bradley, 132–136, 133–135f
- Prevention, 227–230. *See also*
Data Walls
- Principal inquiries, 324–327
- Principal Learning Teams, 323–327

- Principals and system leaders as
 - lead learners
 - overview, 17–18, 294f, 295
 - adapt-ability, 297
 - dimensions of leadership,
 - 297–298, 298f
 - 5 questions and, 329–330
 - 4Ps, 338–340
 - learning walks and talks and,
 - 327–328
 - Maar case study, 311–316, 315f
 - networked communities of
 - practice and, 317–323, 321f
 - principal learning teams, 323–327
 - project-based learning and, 204f
 - role of, 311
 - system leadership case study,
 - 308–310
 - urgency case study, 295–297
 - See also* Leadership dimensions
- Principals' Book Studies, 110
- Problem-Based Learning, 202
- Professional collaboration. *See* Collaboration
- Professional Growth Learning Walks and Talks, 329
- Professional Learning (PL)
 - overview, 19, 97–98, 97f
 - change management with,
 - 107–108
 - Helena public school case study,
 - 108–114, 112–113f
 - knowledgeable others and, 16–17
 - leaders and, 270–271
 - lead to learn, learn to lead,
 - 114–116, 115f
 - Michigan State University
 - outreach and, 98–107, 101f, 103f, 105f
 - networked communities of
 - practice and, 318
 - project-based learning and,
 - 204–205f
 - Reading Recovery and, 264–265
 - teacher capacity and, 102, 103f
 - See also* Knowledgeable Others (KO)
- Professional Learning Communities (PLC), 272–273
- Project-Based Learning, 202,
 - 203–206f, 207
- Pro-Pro Charts, 207, 209f
- Protocols
 - co-learning, 75–78
 - collaborative assessment of student
 - work and, 284
 - collaborative inquiry and, 95
 - demonstration classroom visits,
 - 286–287
 - early years assessment, 190–191
 - "I see, I wonder, I think," 190–191
 - knowledgeable others and, 274
 - learning walks and talks and, 328
 - lesson study and, 275–278
 - principal learning teams and,
 - 325–326
 - system case management
 - meetings, 255–256
- Provocations (if/then statements), 96
- QR codes, 253–254, 254f
- Quality assessment informing instruction. *See* Assessment
- Questions
 - big ideas and essential questions,
 - 124–125, 219
 - 5 questions, 59–66, 60f, 62f, 65f,
 - 329–330, 331–333f
- Quinn, Erin, 214–218
- Readers, struggling versus effective,
 - 157–158
- Reading comprehension,
 - 155–158, 156f
- Reading Recovery (RR), 262–265,
 - 263–264f
- Real-world issues, 124, 198

- Recart, Isidora, 327
- Reflection
 - collaborative inquiry and, 77–78, 92, 95
 - co-teaching cycles, 281
 - critical literacy and, 161, 162–163
 - Fellowship of Instructional Leaders and, 103–104
 - learning walks and talks and, 330, 334–335
 - lesson study and, 277
- Relating, 161–162
- Relationships. *See* Shared beliefs and understandings
- Resource rooms, 20–21
- Resource sharing, 87
- Responsibility/accountability, 23, 50–51, 50–51f, 206f
- Responsible believer inputs, 212
- Reteaching, 138, 144–145, 276
- Retelling, 161–162
- Rodriguez, Simon, 327
- RR (Reading Recovery), 262–265, 263–264f
- Ryerson, Rachel, 220–222

- Safety, 10, 145, 232
- SC. *See* Success Criteria (SC)
- Scaffolds, 10, 158, 172. *See also*
 - Gradual Release and Acceptance of Responsibility (GRR)
- Scalability, 302
- Scardamalia, Marlene, 213–214
- Schellenberg, Derrick, 192–195
- Scola, Lee, 229
- SDRSD (Seine River School Division), 232
- Second order change, 311–316, 323
- Seine River School Division (SDRSD), 127, 232
- Self-Assessing Against the Six Leadership Dimension Skills, 298–299
- Self-assessment
 - Assessment Waterfall Chart and, 139–141, 140–142f
 - 14 Parameters overview and, 26, 27–28f
 - learning walks and talks and, 334
 - of performance tasks, 176, 176f
- Serial adopters, 309
- Shared beliefs and understandings
 - overview, 15–16, 47–48, 47f
 - collaboration and, 51–52
 - dimensions of, 48–49
 - Geham State School case study, 56–58, 57–58f
 - Groves Christian College case study, 53–55
 - importance of, 46–47
 - multiplier effect of, 58
 - practice as changing, 300–301
 - secondary school case study on, 51–52
 - teachers as learners and, 174
 - vision, 113
- Shared practice, 172
- Shared responsibility and accountability. *See* Responsibility/accountability
- Sharratt, Lyn, 75, 186, 226, 277–278, 299
- Sharratt, Michelle, 262
- Sibony, O., 92
- Silver bullet solutions, 99, 106
- Simplexity, 302
- Singer, Tonya Ward, 274–275
- 6 stages of student-led CI, 197–199, 198f, 200
- Slavin, R. E., 263
- Small wins, 96, 302
- SMART Goals, 21, 23
- Smith, Pru, 263
- Social networking, 196
- Staff turnover, 309
- Steffensen, K., 19

- Struggling readers, 157–158
- Student application of learning, 172
- Students, 48–49, 55, 59–61, 60f
- Student voice, 146, 220–222
- Success Criteria (SC)
- anchor charts for, 126–127f, 127–128
 - assessment and, 128–136, 129f, 133–135f
 - Bump-It-Up Walls to show, 139–140, 140–142f
 - co-construction of, 129–136, 133–135f
 - collaborative inquiry and, 199
 - differentiation and, 174
 - performance tasks and, 179–180
- Sustain-ability, 302
- System and School Self-Assessment Tool for Improvement, 26, 27–28f. *See also* 14 Parameters
- System Improvement Plans, 13–15, 13f
- System Learning Walks and Talks, 328
- System-ness, 25, 308–310, 314–315, 338–340
- Talk, student or teacher, 169–170, 170f, 182, 214
- Teachers
- buy-in from, 52–53
 - as drivers of reform, 1–2
 - 5 questions for, 59–61, 60f, 62f
 - as researchers, 190
 - teaching ability, 49–50
 - turnover of, 309
- Technology, 192–195
- Thick questions and answers, 174–175
- Third Teacher
- overview, 2, 9–10
 - defined, 9, 200
 - 14 Parameters and, 23–24, 24f
 - modeling of, 170
 - professional learning and, 19
 - See also* Accountable Talk
- 3 R's framework, 161–163
- Tibshirani, Rola, 208–211, 209–210f, 216–217f
- TLLP (Ontario Teacher Learning and Leadership Protocol), 192–195
- Torres, Alvaro Gonzalez, 295
- Transparent painting project, 188–190, 189f
- Trust
- building with families, 67–68
 - collaborative inquiry and, 74
 - no-blame environment for, 93, 95
 - professional learning and, 114
 - students and risk taking, 145
- Turnitin.com, 195
- Turnover, 309
- Understandings. *See* Shared beliefs and understandings
- Unmistakable Impact* (Knight), 282
- Upham, Greg, 108, 111. *See also* Helena public school case study
- Venn diagrams, 137–138, 137f, 282
- Vertical home classes, 55
- Vision. *See* Shared beliefs and understandings
- Walking the walls, 9
- Walsh, Sue, 237–239, 238f, 264–265
- Waterfall Chart. *See* Assessment Waterfall Charts
- Watermarks, 13, 13f
- Watterston, Barbara, 337–341
- Watterston, Jim, 337–341
- Webbing, 175
- Whitaker, Todd, 47
- Whitby, Greg, 195, 197, 237–239, 238f
- Wright, Todd, 196, 202, 323–324
- Writing, critical literacy and, 163–168, 167–169f
- Writing continuums, 165–168, 167–169f
- Zeichner, K., 19