

1. Professional Learning Groups: The school has made the commitment to implement PLGs school-wide. Time has been built into the schedule for PLGs to meet weekly as part of their contracted time. It's now January and you're hearing from colleagues that this is really a waste of time and they'd prefer to spend that time preparing for their own classes.
2. Conferences: A team of teachers goes to a conference on differentiated instructional strategies. They return inspired and full of ideas, and yet, three months later, as you hear these teachers talk about their classes, you're not hearing how their instructional practices have changed.
3. In-service workshops: Part of the school's action plan is to implement a series of in-service workshops focused on grading practices in a proficiency-based system. At a recent leadership team meeting, the concern was raised about the lack of shift in practices. Teachers continue to record zeroes for missing work, and include habits of work in quarterly grades.
4. Department meetings: Department heads participated in PLG facilitator training with the charge of shifting the focus in department meetings from budgets, class lists, and ordering resources to a focus on reflective practice. Agendas continue to list topics related to schedules and logistics.
5. Online learning modules: In order to provide differentiated professional development, a school is providing online learning opportunities where teachers can access learning modules on different topics of interest and keep a journal documenting goals, activities, and outcomes. Teachers are not taking advantage of the resources and instead are rushing to fill out their "learning logs" at the end of each semester.
6. Instructional coaching: In order to provide embedded professional learning opportunities, a school has hired an instructional coach. Although the coach is eager to support teachers with instructional planning and teaching skills, teachers are not eager to schedule time to work with the coach.