



Study Guide

Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve so That All Students Succeed

Dylan Wiliam

This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *Leadership for Teacher Learning*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 1

Why We Need to Raise Student Achievement, What's Been Tried, and Why It Hasn't Worked

1. List and describe the four broad categories of reasons for educating young people.
2. What is the key factor in making jobs suitable for automation, and how does this relate to preparing students for the workforce?
3. Explain what the author means by the term “job polarization” in regards to the current labor market.
4. What are the benefits of a “broadly based” education system, and how does this not align with current schooling models?
5. Explain the dangers of educational “policy tourism.”

Teacher Quality: Why It Matters, What It Is, and How to Get More of It

1. Give your own definition of the differentiation between *teacher* quality and *teaching* quality.
2. The text provides two ways for improving the quality of teachers, identify and describe them.
3. The author examines three different ways of identifying teacher effectiveness. Identify the pros and cons of each, and provide an example.

	Pros	Cons
Value-Added Analysis		
Teacher Observation		
Student-Perception Surveys		

4. What two components comprise the current logic of most teacher incentive schemes in the United States?
5. Why do you think empirical studies have shown that teacher incentives “have only a modest impact on student achievement”?

Chapter 3

Learning from Research

1. Explain why “research evidence is essential to the task of improving outcomes for young people.”
2. What are some of the problems found in research on learning styles?
3. Describe both the benefits and failings of the Japanese instructional technique of Lesson Study.
4. What is the difference between a narrative review and a systematic review? Provide an example of each.
5. The text identifies multiple problems that can occur with effect sizes during meta-analysis. Explain two of the potential problems listed in the text.

Chapter 4

Formative Assessment

1. The text describes the evolution of the term formative assessment, and provides multiple definitions the term has been given over the years. Utilizing those listed in the text, record your understanding by defining formative assessment in your own words.
2. List and describe the seven strategies of assessment for learning.
3. The author addresses the six issues presented in Randy Bennett's critique of the research on formative assessment. Choose two of the issues discussed and explain the author's response to each.
4. What does the author mean by, "the optimum strategy consists of both quality assurance and quality control – making sure that the production process is well designed but also checking on the quality of the finished product." How does this relate to formative assessments?
5. How does formative assessment "align the attempts of teachers to improve their ratings with improved outcomes for their students"?

Chapter 5

Expertise, in Teaching and Elsewhere

1. List and explain, in your own words, the four major arguments of chapter five.
2. The author quotes from Malcolm Gladwell's book *Outliers*, "ten thousand hours is the magic number of greatness." What is meant by this statement?
3. How is deliberate practice different from regular practice?
4. Why do you think that teachers who teach the same grade every year improve fifty percent faster than those who switch?
5. What is it about the first two years that causes teachers to improve the most? Identify some strategies that could be implemented to help teachers continue to improve past those first two years.

Chapter 6

Teacher Learning

1. What does the author consider the “most important idea in designing learning for teachers”?
2. Explain why the idea of “content, then process” is so “radical” in designing teacher professional development.
3. What is an “allowable weakness” and why should professional development focus on strengths rather than weaknesses?
4. Describe the four different modes of knowledge conversion.
5. List and explain the four aspects to the creation of supportive accountability, and give an example from your own experience for each.
6. The text provides a structure for a professional development meeting on page 201. Why does the author consider the third item, feedback, as the “active ingredient”?

Chapter 7

Implementation

1. Why is improving teacher quality “the key to improving education”?
2. Explain the benefits of professional learning communities.
3. Give some examples of things that can go wrong when implementing TLC’s, and how you might prevent them.
4. Of the six leading indicators of logic models, describe and give an example for three of them.
5. The author borrows a quote from Michael Landon, “Ready. Fire. Aim.” What does this statement mean, and how, specifically, does it apply to teacher improvement?