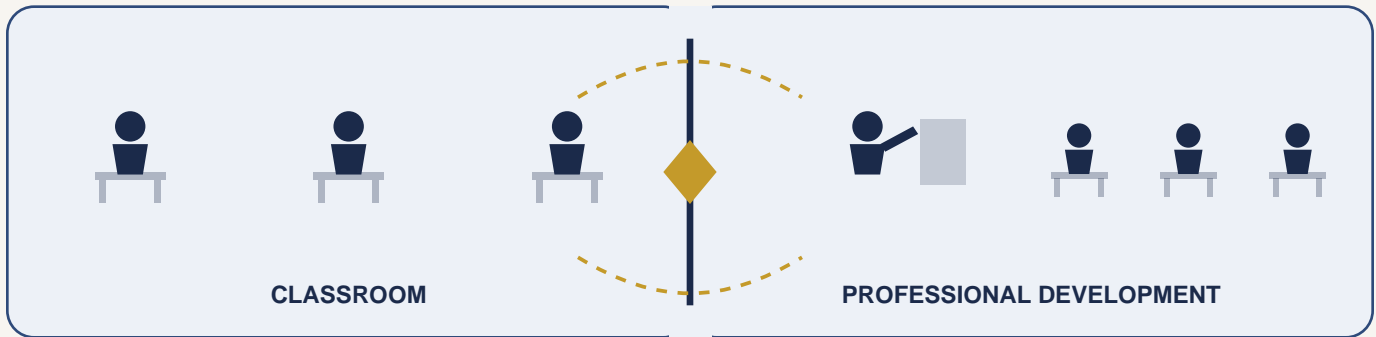


We know this doesn't work for students. We do it to teachers anyway.



IN THE CLASSROOM



One skill. One week.

No context. No background knowledge.
Skills practiced in isolation never transfer to new content.

IN PROFESSIONAL DEVELOPMENT



One strategy. One day.

Strategies practiced in isolation never transfer to real classrooms.
Implementation expected immediately, with no support structure to sustain it.

Wexler (2019) argues the gap in comprehension is not a gap in skills. It is a gap in knowledge. The same is true for teachers. Change grows from sustained support, not a single day.

COHERENCE



PD must connect to real curriculum and real students, not abstract strategies practiced on generic content.

SEQUENCE



Knowledge builds when content is coherent and revisited over time.
PD works the same way.

FOLLOW-THROUGH



Without ongoing support, teachers revert. One day of training mirrors the very practice Wexler critiques.

The question for our campuses:

"Are we building the conditions for teacher change or replicating the very problem we are trying to solve?"