

Annotated Bibliography

Chapter 1: A New Kind of Professional Development

Brandt, R. (2003). Is this school a learning organization? Ten ways to tell. *Journal of Staff Development*, 24(1), 10-16.

We know how to address individual learning, but the characteristics of organizational learning are less clear. The questions formulated by Ron Brandt offer a process for teams to examine whether they are adaptable and if they are changing. Building on the assumption that schools should be learning organizations, the author notes that individuals learn best when the content is meaningful to them, when they have opportunities for social interaction, and when the environment supports the learning. Teams can use this article to examine New Jersey's Professional Development Standards for Teachers that are inherent to reform initiatives and to create new ideas.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York, NY: Teachers College Press.

Teams can use Michael Fullan's reviews of three decades of literature about planned educational change to provide some clear insights about the "do's" and "don'ts" of bringing about change in elementary and secondary schools. The work is grounded in the assumption that change can be managed successfully. Fullan, a leading researcher and educator on "change," distills from his experience the most powerful lessons about how participants can cope with and influence educational change. He compiles the best theory and practice in order to explain why change processes work as they do and to identify necessary steps to improve them.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 6. Learning environment; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).

Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942-1012.

In developing their own professional learning communities, teams will be able to use the definition of community and the model developed by 22 English and social studies teachers while they were working on an interdisciplinary curriculum over a two-year

period. The authors assert that such communities should reflect the democratic principles upon which our society rests, team members will find the discussion of the importance of maintaining diverse subject matter and pedagogy perspectives useful. Teams will experience democracy — the ultimate cornerstone and accountability of schools — in action as they face the challenges and “tensions” of such dialogue.

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 3. Diverse learners; 4. Instructional planning and strategies; 8. Communication; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers to use appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Hall, G. & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Boston: Allyn & Bacon.

This text offers a process for school teams and leaders to successfully manage the resistance to change that accompanies innovations or reform efforts. Gene Hall and Shirley Hord assert that change can be managed effectively to bring initiatives to fruition. The book focuses on the Concerns-Based Adoption Model (CBAM) developed by the authors and supported by years of research. The book contains four primary sections: the context for implementing change; tools and techniques for change facilitators (includes Stages of Concern, Levels of Use, Innovation Configurations); the imperative for leadership in change; and constructing and understanding the realities of change (includes a focus on organizational culture, climate, and context).

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).

Killion, J. (2000, May). *Effective staff learning must be linked to student learning*. Results, 3.

Joellen Killion offers processes to teams that desire to make certain that they have high expectations for all students. Holding high expectations for all students leads to increased student achievement. For teachers to explore this belief, collegial feedback in a school committed to continuous improvement in a risk-free, blame-free environment is essential. A list of actions necessary to hold high expectations for students, teaching them in a way that promotes their success, and committing to their achievement will serve as important points of discussion and discovery for teams dedicated to these goals.

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best

practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Lieberman, A. & Miller, L. (1999). *Teachers — Transforming their world and their work*. Alexandria, VA: Association for Supervision and Curriculum Development.

The authors offer information that teams can use as they move toward teacher leadership. Ann Lieberman and Lynne Miller share insights and wisdom gathered from educators across the country whom they have met during the past 15 years. The assumption is that teachers should be at the center of all efforts to improve, rethink, and redesign schools. The authors enrich the current dialogue on teaching and schools by focusing on the constraints as well as the possibilities that are embedded in practice; this can be incorporated into planning and support for teams who are implementing teacher leadership initiatives.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).

Louis, K., Kruse, S., & Raywid, M. (1996). Putting teachers at the center of reform: Learning schools and professional communities. *National Association of Secondary School Principals Bulletin*, 80(580), 9-21.

The authors offer processes that can assist teams desiring to implement professional communities. The authors' work is grounded in the assumption that professional learning communities can be vehicles for reform. Literature on organizational learning suggests three features of school culture and practice that have an impact on teachers' ability to sustain an openness to learning: organizational memory, a shared knowledge base, and information distribution and interpretation. Professional communities are characterized by shared norms and values, reflective dialogue, de-privatization of practice, collective focus on student learning, and collaboration. The authors propose that organizational learning and professional communities become linked through the concept of reflective practice. Using two schools as examples, they describe how one school became a thriving model of reform and the other did not.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).

National Staff Development Council. (2001). *Standards for staff development, revised*. Oxford, OH: Author.

NSDC's Standards for Staff Development offer teams a vision that all staff development be results-driven, standards-based, and job-embedded. Professional learning communities are the key component. Working with professional education associations, NSDC revised its original three sets of standards for elementary, middle school, and high school into one set that looks at context, process, and content. Teams can use the processes identified by NSDC as they design professional development plans for learning communities.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and all of New Jersey's Professional Development Standards for Teachers.

Newmann, F. & Wehlage, G. (1997). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Madison, WI: Wisconsin Center for Education Research.

This report offers team processes to build a vision for school improvement, vision that emphasizes the importance of a powerful strategy — the organization of human and social resources to support improved teaching and learning. The authors synthesize five years of research with 1,500 elementary, middle, and high schools participating in various restructuring efforts. The report concludes that structural reforms alone do not bring about increased learning. The report concludes that student learning can meet high standards if educators and the public give students three kinds of support. Those supports are 1) teachers who practice authentic pedagogy, 2) schools that build organizational capacity by strengthening professional community, and 3) external agencies and parents that support schools to achieve high-quality student learning.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment, 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 11. Supported by time for collegial learning and professional development; and 12. Works with parent and community partners).

Sparks, D. & Hirsh, S. (1997). *A new vision for staff development*. Alexandria, VA: Association for Supervision and Curriculum Development and Oxford, OH: National Staff Development Council.

This book provides processes for teams desiring to instill job-embedded professional development that focuses on student results. Dennis Sparks and Stephanie Hirsh describe three powerful ideas for altering schools and staff development: results-driven education, systems-thinking, and constructivism. These three ideas can enable schools to move 1) from individual development to individual and organizational development; 2) from fragmented, piecemeal improvement efforts to staff development driven by a clear, coherent plan; 3) from a focus on adult needs and satisfaction to a focus on student needs and learning outcomes; 4) from training conducted away from the job to multiple forms of job-embedded learning; and 5) from staff development as a “frill” to staff development as indispensable. Sparks and Hirsh elaborate on these shifts and provide examples from around the country.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; and 9. School culture for continuous improvement and challenges traditional roles).

Supovitz, J. & Christman, J. (2003, November). Developing communities of instructional practice: Lessons from Cincinnati and Philadelphia. CPRE Policy Brief, RB-39.

This policy brief offers insight into the structures and supports that are necessary for learning communities to be successful and the processes that teams must incorporate into designs for improved professional development. The authors describe two cities' reform initiatives where the reform architects theorized and assumed that teachers working together would benefit from the collective knowledge of their peers and that teachers working with students over multiple years would develop deeper relationships with both the students and their parents, thus becoming better equipped to meet student learning needs. Providing theory and research on the power of communities of instructional practice, the conclusion from these two initiatives in Cincinnati and Philadelphia is that grouping teachers without providing support and strategies to engage in instructional improvement may produce communities — but not necessarily communities of instructional practice. Specific structures, strategies, and supports are briefly described. *This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment, 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).*

Wenglinsky, H. (2000). How teaching matters: Bringing the classroom back into discussions of teacher quality. Princeton, NJ: Milken Family Foundation and Educational Testing Service.

Harold Wenglinsky's study offers a well-researched rationale for teams desiring to focus on classroom instruction and job-embedded professional development. The author explores the influence of classroom practices, professional development, and teacher input on student achievement. The study, using data from the National Assessment of Educational Progress based on a national sample of students and their schools, is grounded in the assumption that teachers want to provide instruction that brings student results. The study finds that while teacher inputs, professional development, and classroom practices all influence student achievement, the greatest role is played by classroom practices, followed by professional development that is specifically tailored to

those classroom practices most conducive to the high academic performance of students. *This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).*

WestEd. (2000). *Teachers who learn/Kids who achieve: A look at schools with model professional development*. San Francisco, CA: Author.

This book provides insights for teams that desire to begin or improve job-embedded staff development as it looks at eight successful schools recognized with Model Professional Development Awards from the U.S. Department of Education. The book posits that professional development is at the heart of school success, and the book tells the story of students who achieve because their teachers are learners. Teams can use the book to examine specific programs and the role they play in successful professional development, to gain specific information about implementation approaches in these schools — from Title I-funded coaching through voluntary Saturdays or to analyze why a range of implementation strategies can work.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).