

Annotated Bibliography

Chapter 12: Role of Central Office

Haslam, B. (1997, Fall). How to rebuild a local professional development infrastructure. In *NAS Getting Better by Design*. Arlington, VA: New American Schools.

Bruce Haslam offers processes that school teams and leaders can use to restructure professional development, making it job-embedded and effective. The author's assumption is based in his argument that too many schools still see professional development as something that is delivered to teachers without opportunities for follow up, little or no time for individual or collective reflection, and little testing of new ideas and information. He outlines a six-step school transformation strategy for districts: 1) convene a professional development task force, 2) map the local professional development infrastructure, 3) agree on broad principles and attributes to guide local practice, 4) report on current professional development programs and policies, 5) redesign current professional development programs and policies to support school transformation, and 6) monitor progress continuously.

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; 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).

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*. New York, NY: Doubleday.

Teams desiring to undertake initiatives for reform can learn from this book ways to enhance change and ways to avoid the barriers. A *Fifth Discipline* resource, the book offers in-depth accounts of efforts to sustain learning initiatives undertaken by corporations and other organizations. Ten unique challenges are identified as those "sets of forces that oppose profound change." These challenges are discussed in terms of growth processes that sustain change. The challenge of initiating includes not enough time, lack of support, irrelevance, and lack of participation. The challenges of sustaining transformation include fear and anxiety, assessing, and supporters versus nonsupporters. The challenges of redesigning and rethinking include governance, diffusion, strategy, and purpose.

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continuous improvement and challenges traditional roles).