

Contents

What's New.....	iv
Acknowledgments.....	v
About the Author.....	viii
Free Downloads.....	xix
Foreword.....	xx
Introduction.....	xxi
Why Does Professional Development Matter?.....	xxi
Who Is Responsible for Professional Development?.....	xxi
Organization of This Book.....	xxiii
1: Getting Ready to Champion Professional Development.....	1
Bringing Out the Best in Teachers.....	1
Build a Culture to Support Professional Learning.....	2
Supportive Cultures Increase Efficacy.....	2
Feasibility.....	3
Important Goals.....	3
Supportive and Insistent Supervisors.....	3
Supportive Peers.....	3
Professional Development Supports Teacher Voice.....	4
Professional Development Is Based on Data.....	5
Teachers Are Central to Leadership and Decision Making.....	5
Supporting Student and Teacher Learning.....	5
Student Learning Is a Primary Focus of Professional Development.....	6
Connecting to the Research Base on Professional Development and Student Learning.....	7
Lessons Learned from the Research on Professional Development.....	8
What Does Research Tell Us About Effective Professional Development?.....	8
Linking Professionalism and Teacher Quality to Professional Development.....	10
What Is a Professional?.....	11
Professionalism and Professions.....	12
Static Approach.....	12
Process Approach.....	12
Socioeconomic Approach.....	13

Professionalism and Teaching.....	13
Professionalism and Decision Making.....	14
Standards.....	14
Learning Forward—The Standard-Bearer for Professional Development.....	14
Suggested Readings	16
2: Evaluating and Assessing Professional Development.....	17
You Can Do It!.....	19
What Is Evaluation?	21
Myths About Evaluation	23
Program Evaluation and Change.....	23
Characteristics of Change	25
Change and the Evaluation of Professional Development	25
Types of Change.....	26
Difficulties Inherent in Change.....	26
Resistance to Change.....	27
Understanding Personal Concerns.....	27
Formative and Summative Approaches Needed to Evaluate Professional Development.....	29
Formative Evaluation.....	29
Summative Evaluation.....	30
Differences Between Formative and Summative Evaluation.....	31
General Guidelines for Evaluating Professional Development.....	31
Overview of Program Evaluation	
Models Appropriate to Assess Professional Development.....	32
Kirkpatrick.....	32
Guskey.....	32
Killion.....	34
Getting Down to Brass Tacks	35
Selecting a Focus	35
Establishing an Evaluation Agreement.....	35
Collecting Data.....	36
Organizing and Analyzing the Data	37
Reporting Results to Stakeholders	40
Identify the Audience	41
Choose an Appropriate Method for Reporting.....	42
Follow Up to Ensure Evaluation Is Translated into a Plan of Action	44
Implications for Principals	44
Conclusion.....	45
Suggested Readings	45

3: Focusing on Adult Learning: Releasing the Conditions for Professional Growth	46
The Principles of Adult Learning.....	47
The Differences Between How Children and Adults Learn.....	47
The Social Aspects of Adult Learning.....	48
Teacher as Learner.....	49
Time to Reflect on the Vision for What Learning Can Become for Adults.....	50
Setting the Tempo for Professional Development and the Adult Learner.....	50
Effective Professional Development Does Not “Fix” Teachers.....	51
Professional Development and Highly Qualified Teachers.....	52
Research About Professional Development and Teachers.....	53
Prior Experience and Adult Learning.....	53
Looking Across the Teacher Career-Stage Continuum.....	55
Uncovering Career Stages—Know Your People.....	57
Setting Professional Development Goals.....	57
Motivation and Adult Learning.....	58
Principals Draw Out the Very Best Efforts in Teachers by.....	60
Making Learning Authentic for the Adult Learner.....	60
Knowing What Motivates the Adult Learner.....	61
Empowering Transformational Learning.....	61
Supporting Active Construction of Knowledge.....	62
Establishing a Climate Conducive to Adult Learning.....	62
Conclusion.....	62
Suggested Readings.....	62
 4: Framing Professional Development Efforts	 64
Standards for Professional Development.....	65
Planning for Professional Development.....	69
Identifying Professional Development Needs.....	71
Teacher Expertise—A Rich Resource for Learning.....	72
Job-Embedded Learning—Finding Time for Professional Development.....	75
Job-Embedded Learning and Time.....	76
Planning for Professional Development—Pulling the Pieces Together.....	79
Connecting Classroom Observations and Professional Development.....	79
Conclusion.....	81
Suggested Readings.....	81

5: Learning Communities.....	82
What We Know About Learning Communities	83
Leadership Practices That Sustain Learning Communities	84
The Changing Roles of Authority in Learning Communities	85
Teacher Development: The Heart of a Learning Community	86
Releasing the Conditions for Growth	86
Characteristics of Learning Communities	87
Learning Communities Are Characterized by	
Inclusive Environments.....	87
Learning Communities Support Change	87
Learning Communities Are Collaborative	88
Learning Communities Support Autonomy and	
Foster Connectedness Among Members	88
Learning Communities Hold That Reflection	
Is at the Core of All Adult Learning	89
Learning Communities Thrive in a Positive	
School Culture and Climate	89
Trust Is at the Center of a Learning Community.....	91
Caring Is a Trademark in a Learning Community.....	93
Learning Communities Promote a Common Vision	93
Work With Teachers to Create the Vision	94
Provide Coordination Mechanisms.....	94
Maintain and Improve Interpersonal Skills	94
Recognize Political Allegiances.....	94
Examine Motivation	95
Learning Communities Use Data to Ensure Student Success.....	96
Data-Driven Instruction	97
Data-Driven Competencies Needed to Support Data Analysis.....	100
Learning Communities Work Together to	
Analyze Instructional Practices	103
Members of a Learning Community Collaboratively	
Plan for Instruction.....	105
Teacher Leadership in Learning Communities.....	105
Provide Professional Development and	
Mentoring for Teacher-Leaders	113
Assuming Leadership Can Be Risky Business	
for the Newcomer to Leadership	114
Conclusion	114
Suggested Readings	114
Reflective Practice Tools	116
Narrative	116
Portfolios	116
Teacher as a Researcher	117

Mindfulness	118
Journaling.....	118
Case Studies	119
Online Dialogues.....	119
Audio-Video Tapes	120
Collaborative Work.....	120
Critical Incidents Analysis.....	121
Critical Friends Groups (CFG)/Reflective Practice Groups (RPG).....	121
6: Job-Embedded Learning.....	123
The Teacher as Adult Learner	124
Job-Embedded Learning.....	124
Relevance for the Individual Teacher.....	125
Feedback Is Built into the Process	125
Facilitates the Transfer of New Skills into Practice	125
The Conditions Needed to Support Job-Embedded Learning Opportunities	126
Skills Needed to Support Job-Embedded Learning	126
Job-Embedded Professional Development Enhances Reflection....	127
Job-Embedded Professional Development Promotes Collegiality.....	127
Job-Embedded Professional Development Combats Isolation	127
Job-Embedded Professional Development Makes Learning More Relevant to Each Teacher.....	127
Job-Embedded Professional Development Increases Transfer of Newly Learned Skills.....	127
Job-Embedded Professional Development Supports the Ongoing Refinement of Practice.....	128
Job-Embedded Professional Development Fosters a Common Lexicon.....	128
Research About Job-Embedded Learning in Action	128
Wood and McQuarrie	128
Jolly and Evans.....	129
Wood and Killian	129
Middleton.....	130
Clarke.....	130
Lankau and Scandura.....	131
A Case from the Field.....	131
When Data Analysis Becomes a Job-Embedded Practice to Support Student Learning	131
Involving Teachers in Data Collection and Analysis.....	132
Requesting Help from Within and Beyond the School.....	134
Reviewing Efforts and Results of Achieving Goals	134

Providing Professional Development to Assist Teachers in Understanding the Results of Data	135
Assessing What Works	136
Implications for School Leaders and Staff Developers	141
Conclusion	142
Suggested Readings	142
7: Coaching in the Context of Professional Development.....	143
Coaching	146
Cognitive Coaching.....	148
Collegial Coaching	150
Instructional Coaching.....	150
Literacy Coaching.....	151
A Case from the Field.....	153
Literacy Coaching in Context: One District’s Story	153
The Context: A Balanced Literacy Framework.....	153
Identifying Issues—Looking at Data	155
Moving to Coaching—Getting Into Classrooms to Chronicle Implementation	158
Developing the Model—The Art of Coaching.....	161
Facilitating the Facilitators’ Coaching Skills— Linkages to Other Forms of Job-Embedded Learning	162
Monitoring Progress	164
Mentor Coaching	165
Peer Coaching	165
Peer Coaching Extends Learning.....	166
Peer Coaching Fosters Transfer of Knowledge into Practice.....	167
Defining Peer Coaching	167
The Job-Embedded Nature of Peer Coaching.....	168
Coaches Engage Others in Conversations About Teaching.....	169
Conditions for Successful Peer Coaching	172
Training.....	172
Trust	173
Trust in Oneself.....	173
Trust in Each Other.....	173
Trust in the Process.....	174
Administrative Support.....	174
Embedding Coaching in Other Forms of Professional Development ..	176
Conclusion.....	177
Suggested Readings	177

8: Collaborative Teacher Development: Teacher Study Groups, Whole-Faculty Study Groups, and Book Studies	178
Collaborative Teacher Development	178
Teacher Study Groups.....	179
Study Group Members Learn Together	180
What Do Study Groups Do and How Are They Arranged?.....	181
Organizing Study Groups—Getting Started.....	182
Strategies for Getting Started	183
Organizing Study Group Meetings.....	184
The Role of the Principal in Teacher Study Groups	186
Whole-Faculty Study Groups	186
The Functions of Whole-Faculty Study Groups	188
Process Guidelines for Whole-Faculty Study Groups	188
The Role of the Principal in Whole-Faculty Study Groups	189
Features That Define Standalone Study Groups and Whole-Faculty Study Groups.....	190
Book Studies.....	190
Form a Book Study Group.....	191
Choose a Book and an Objective Based on School Improvement Goals and the Needs of Students	192
Decide How to Read the Book	192
Read and Discuss the Book.....	193
Evaluate the Book and Plan for Future Book Study	193
A Case from the Field.....	194
Book Studies at Creekland Middle School.....	194
Read a Book—Swap a Book: The Context of Creekland Middle School.....	194
Professional Learning at Creekland Middle School.....	194
The Work of the Principal: Observe, Ask Questions, Suspend Judgments, and Focus Efforts.....	195
Culturally Competent Creekland	195
How and Why Book Studies Began at Creekland Middle School—It’s All About the Kids.....	196
Use Book Studies to Focus the Conversations About What’s Important	196
Success Breeds Success.....	197
Book Studies Are Invitational	197
The Role of the Principal in Book Study Groups	199
Notes from the Field.....	200
Conclusion.....	202
Suggested Readings	202

Introduction to the Second Edition

Why Does Professional Development Matter?

The primary ideas promoted in this book resonate with what Tienken and Stonaker (2007) so aptly share, “every day is a professional development day” (p. 24). For principals and other leaders, the direction is clear: schools that succeed are schools in which every participant is a learner. Atrophy and stagnation begin where growth ceases. Although no principal can “do it all,” the principal is the *point of convergence* for all that the school is and does. The principal sets the tenor in all facets of the school. Students, teachers, and staff reflect the direction and motivation demonstrated by the principal, and as Darling-Hammond (2003) says, “Great school leaders create nurturing school environments in which accomplished teaching can flourish and grow” (p. 13).

Who Is Responsible for Professional Development?

This book is for leaders who support and promote collaborative and on-going professional learning and development for and with teachers. Recent studies emphasize the importance of collaborative inquiry to teacher professional development (Levine, 2010; Levine & Marcus, 2010; Musanti & Pence, 2010). One common form of teacher collaboration is participating as a member of a learning community (Skerrett, 2010) or a professional learning community (Jacobson, 2010). Having identified teacher learning and professional development as a complex process, it is time to recognize the need to acknowledge the importance of job-embedded, ongoing, and career-long professional development for teachers. This entire book amplifies that “good” professional development is job-embedded. Therefore, the notions surrounding job-embedded learning are trumpeted because of their great importance.

The responsibility of planning professional development for school personnel is no longer a job for one central office leader. In the past, the central office and the building level were disconnected in the planning of meaningful and relevant professional development; to ensure effectiveness, a bridge must be built to connect those two sides. It is important for many people across site and district levels to promote, create, and facilitate professional

development for school personnel. Although not exhaustive at the site level, this list of professionals includes teachers, principals, assistant principals, grade-level leaders, team leaders, department chairs, mentors, and instructional and subject-specific coaches. Because of budget austerity, it is urgent that we all (superintendents, human resources directors, principals, the ninth grade physical education teacher, instructional coaches, the fifth grade art teacher, and so on) take on a part of the responsibility to create meaningful professional learning. The time is now. We cannot wait any longer.

Although we are all accountable for professional learning, the responsibilities may look quite different across jobs. There are personnel whose primary work at the central office is to support professional development and learning. Given the subject matter in this book, regardless of one's title, we are all responsible for planning and implementing quality professional development. Titles can be used interchangeably. The message is that professional development is an inclusive, highly collaborative adventure in which a variety of site-based and central office personnel provides the leadership, imagination, support, and mechanisms to help school personnel grow. As a learning tool, this book serves as a roadmap to a never-ending but fruitful journey.

In *Professional Development: What Works*, the reader is led through the necessary ingredients to promote teacher growth and development. This book assists principals and other school leaders in understanding several key concepts that support learning. Attending to professional learning is more than just arranging for professional development to occur on certain days. That type of professional development is counterproductive to what we know about how teachers learn. Moller and Pankake (2006) state:

Professional learning models are tools to be used, but the real learning happens in the cycle of conversations, actions, evaluation, and new actions that is supported through intentional leadership that gently pressures and nurtures teachers. This inquiry process must be organizationally embedded rather than externally imposed to build teachers' knowledge and skills or increase human capital, within the school's social networks. (pp. 128–129)

It is this gentle pressure along with nurture, affirmation, and support that teachers will champion learning from each other, themselves, and the children they teach.

Effective professional development is learning at the site from the work teachers do. More importantly, however, effective professional development occurs in the company of others who support, encourage, and learn along in partnership. Professional development today is much different from yesterday. The stakes are higher, accountability has led to frenetic methods to find the magic bullet, and often teachers and administrators are looking for an-

swers to bigger-than-life questions related to school improvement, issues of diversity, and student achievement and performance on standardized tests.

Principals need hope; they need to see that there is a way to deal with change; and they need to understand that their response to change sets the tempo for how others will respond to change. The issues and challenges that school leaders and teachers face can be vexing, trying even the most patient and optimistic. The way that schools can thrive and go beyond the status quo is to challenge the status quo by supporting each other, by finding creative solutions, and by creating a forum for teachers to learn from each other—everyday. The principal is called to the challenge to cast a safety net in which teachers can learn from their work and conversations. Principals who accept this challenge become the warriors championing professional development and learning as the primary arsenal.

Teachers and students will become the benefactors of these efforts. Leading and learning to promote growth and development will be a tremendous journey for you and your faculty and staff. I am glad you are here with a boarding pass for the nuggets of information in this book, *Professional Development: What Works*.

Organization of This Book

The journey now begins for the practitioners reading this book. The struggle was more in deciding on a title that would fit accurately the contents of this book. The title, *Professional Development: What Works*, suggests that professional development is a journey. The chapters in this book serve as a compass to guide principals, teachers, and other leaders in the work of designing professional development that supports learning. The first six chapters serve as a road map. They describe how to find time for professional development, how to plan it, how to support teachers, and how to evaluate and assess professional development efforts.

Chapters 7 through 13 explore very specific forms of professional development that can complement the overall learning needs of adults. These forms of professional development can stand alone or can be used in conjunction with other professional development initiatives. These forms of professional development are highly collaborative and rest on the premise that professional learning is job-embedded. Chapter 14 provides final perspectives about professional development and the work that needs to be sustained to ensure that learning opportunities support the high-stakes nature of learning in a standards-based environment.

With seat belts on, a full tank of gas, and a roadmap and compass, we begin the journey of learning together.