

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6017 – School Staff Development

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Introduction

This course is a study of professional development and leadership concepts with exercises of practical application. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing successful instructional leadership skills including design and implementation of effective staff development; developing knowledge and expertise in the areas of needs assessment, design, implementation, and evaluation of staff development programs; developing knowledge in theoretical bases related to adult development, learning, and change; surveying related local roles and responsibilities; and encouraging on-going research and reading in the field. Learning will focus on an integration of the extant data base, theory, rationale, knowledge base, and delivery strategies supporting the staff development process in a school system's bureaucratic structure. Dr. Blase will assist students as they sharpen the focus on responsibility for professional development, perceive their roles realistically, and prepare to perform effectively.

Objectives

- ✓To develop skills in design and implementation of effective staff development programs.*
- ✓To develop skills in assisting the instructional growth of teachers.*
- ✓To develop knowledge and skills in the areas of self-development, reflection, collegial sharing, and coaching.*
- ✓To develop an understanding of adult learning and development as it relates to the work of teachers.*
- ✓To develop skills in helping teachers deal with diverse students.*
- ✓To develop an understanding of the relationships among direct assistance, staff development, curriculum development, group and organization development, and action research.*

Dear Student and Colleague,

Welcome to your web course, EDUL 6017, School Staff Development! In this course you will read one theoretically solid and yet practically-oriented paperback book and visit exemplary several websites—all at your own pace--to learn about professional development and the development of professional learning communities. You will study the most recent and effective approaches to professional development and write a reflective paper about your learning, which you will send to me. If you have questions, I will be available on WebCT or by email: jblase@uga.edu.

Best wishes to you and yours,

Jo

REQUIRED BOOK

Roberts, S.M., & Pruitt, E.Z. (2003). Schools as professional learning communities: Collaborative activities and strategies for professional development. Thousand Oaks, CA: Corwin Press.

ISBN 0-7619-4582-2

www.corwinpress.com

Call: 800-818-7243

Fax: 800-417-2466

Also available from Amazon, Borders, or bookstores specializing in textbooks

Assignment #1

- Read Chapter 1, The Professional Learning Community
- Visit the website, Development of Materials to Support the Formation of Learning Communities, <http://www.nwrel.org/scpd/scc/natspec/formlc.shtml>
- Specific articles you may be interested in include:
Peter Senge, The Learning Organization
<http://www.infed.org/thinkers/senge.htm>
Larry Lashway, Creating a Learning Organization
<http://cepm.uoregon.edu/publications/digests/digest121.html>
Ohio's Transforming Learning Communities Project
<http://www.ode.state.oh.us/tlc/>
- Complete the assessment instrument on pp. 21-22 to evaluate the extent to which the characteristics of learning communities are found in your school

Assignment #2

- Read Chapter 2, Learning Through Shared Leadership
- Visit the websites, Becoming a Community of Learners: Emerging Leadership Practices, <http://www.ncrel.org/cscd/pubs/lead21/2-11.htm> and read *Hope for Urban Education: A Study of Nine High Performing High-Poverty Urban Elementary Schools* (Charles A. Dana Center, University of Texas at Austin, 1999) <http://www.ed.gov/pubs/urbanhope/index.html>
- Interview teachers and parents informally to determine how the members of your school community want leadership functions to be carried out at your school site

Assignment #3

- Read Chapter 3, Learning Through Ongoing Professional Development
- Visit the website: The National Staff Development Council, www.nsd.org
Study the NSDC Standards for Professional Development and any other items on this website that you find interesting.
Optional: [By your Own Design: A Teacher's Professional Learning Guide](#), a CD by NSDC and the Eisenhower National Clearinghouse for Mathematics and Science Education, is available for purchase.

Assignment #4

- Read Chapter 4, Learning Through Teamwork
- Visit two sites on the internet about icebreakers, <http://www.topten.org/content/tt.AU20htm> and <http://www.wholeperson.com/wpa/tr/ice/toc.htm>

Assignment #5

- Read Chapter 5, Learning Through Study Groups
- Read Electronic Collaboration: A Practical Guide for Educators at <http://www.alliance.brown.edu/pubs/collab/elec-collab.pdf>

NOTE: DO NOT READ CHAPTER 6 (LEARNING THROUGH CLASSROOM OBSERVATION). THIS WILL BE COVERED IN EDUL 6019 (TECHNIQUES FOR TEACHER OBSERVATION).

Assignment #6

- Read Chapter 7, Learning Through Collaborative Approaches
- Visit the website, Looking at Student Work, by the Annenberg Institute for School Reform, www.lasw.org
- Visit the website of the National PTA and read about parent involvement, <http://pta.org/parentinvolvement/standards/pfisand.asp>
- Consider your learning community in terms of equity and diversity

Assignment #7 (OPTIONAL)

- Read Chapter 8, Learning Through Professional Portfolios
- Compare this information with your district's use (or not) of portfolios

Assignment #8

- Read Chapter 9, Sustaining the Professional Learning Community
- Visit the website of the Critical Friends, http://cesnorthwest.org/critical_friends_groups.htm and read Deborah Bambino's article about critical friends: http://www.harmonyschool.org/nsrf/articles_bambino.html
- Study the expectations, goals, outcomes, protocols, hints, questions, and steps on conducting protocols for members, coaches, principals, and students


FINAL ASSIGNMENT:

Write a brief paper (no more than 7 pages of 250 words per page). Include:

- 1 page: Discuss the process of learning about professional development in this web course.
- 3 pages: Critique your school's professional development program based on what you have learned.
- 1 page: Describe three critical insights you have gained.
- 2 pages: Discuss three questions that remain for your future exploration, and outline how you plan to pursue these questions.

Mail your paper (hard copy, to **arrive no later than April 28 [so mail by approximately April 24]**) to Dr. Blase at the **above home address**. Include SASE if you want it returned.

Note: Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty" All students are responsible for informing themselves about those standards before performing any academic work.

 I sincerely hope this course has helped you begin your journey into the world of developing a learning community through professional development! Please keep in touch!

Jo Blase

2/06