

EDUL 6017 – School Staff Development

Spring 2008

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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 (Roberts & Pruitt), read two chapters from the comprehensive supervision/instructional leadership book (Glickman, Gordon, & Ross-Gordon) and visit several exemplary 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 by email: jblase@uga.edu or phone: (706) 613-8226.

Best wishes to you and yours,
Jo Blase

REQUIRED BOOKS

Required for EDUL 6017 & 6019:

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. @\$32 new

Required for EDUL 6017, 6019, 6020, 6021, 6023, 6024:

For this required book, you may choose to buy either the longer, traditional edition (used 6th or 7th editions are fine) or the brief edition (chapter numbers are the same). Both are available from ablongman.com, Amazon, Borders, or bookstores specializing in textbooks. (The book will be available in e-version in 2007.)

Traditional edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Boston: A.B. Longman/Pearson Education. ISBN 0205489532 @\$110 new, hardback only

Brief edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston: A.B. Longman/Pearson Education. ISBN 020540443X @\$70 new, paper only

This text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The book places instructional leadership and school improvement within a community and societal context; provides examples of direct assistance, professional development, and action research; addresses hot issues such as school improvement, constructivist teaching, professional development, Chaos Theory, and state-mandated standards.

NOTE: Lessons 1-8 are for your own learning and practice. Turn in ONLY the Capstone Assignment, as specified below.

Lesson #1

- Read Chapter 1, Roberts & Pruitt, "The Professional Learning Community"
- Read Chapter 18, Glickman et al., "Professional Development"
- 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>
- Complete the assessment instrument on pp. 21-22, Roberts & Pruitt, to evaluate the extent to which the characteristics of learning communities are found in your school

Lesson #2

- Read Chapter 2, Roberts & Pruitt, “Learning Through Shared Leadership”
- Visit the following checklist and consider your school in light of Becoming a Community of Learners: Emerging Leadership Practices:
http://www.michigan.gov/documents/Becoming_a_Community_of_Learners_156619_7.pdf#search=%22becoming%20a%20community%20of%20learners%22
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

Lesson #3

- Read Chapter 3, Roberts & Pruitt, “Learning Through Ongoing Professional Development”
- Read Chapter 4, Glickman et al., “Adult and Teacher 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.

Lesson #4

- Read Chapter 4, Roberts & Pruitt, “Learning Through Teamwork”
- Visit two sites on the internet about icebreakers,
<http://www.topten.org/content/tt.AU20.htm>
and (to purchase icebreaker materials) <http://www.wholeperson.com>

Lesson #5

- Read Chapter 5, Roberts & Pruitt, “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, Roberts & Pruitt (“LEARNING THROUGH CLASSROOM OBSERVATION”). THIS WILL BE COVERED IN EDUL 6019 (TECHNIQUES FOR TEACHER OBSERVATION).

Lesson #6

- ☛ Read Chapter 7, Roberts & Pruitt, “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 (e.g., standards for parent involvement, assessment of parent involvement, and parent involvement schools of excellence certification) <http://pta.org>
- ☛ Consider your learning community in terms of equity and diversity (we will cover more on this topic in EDUL 6020, 6021, and 6023)

OPTIONAL Lesson #7

- Read Chapter 8, Roberts & Pruitt, “Learning Through Professional Portfolios”
- Compare this information with your district’s use (or not) of portfolios

Lesson #8

- ☛ Read Chapter 9, Roberts & Pruitt, “Sustaining the Professional Learning Community”
- ☛ Visit the website of the Critical Friends, <http://cesnorthwest.org/cfg.php> 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

CAPSTONE ASSIGNMENT

- ☛ Write a brief paper (no more than 5 pages of @250 words per page). Include:
 - 1 page: Discuss the process of learning about professional development in this web course.
 - 2 pages: Critique your school’s professional development program based on what you have learned.
 - 1 page: Describe three critical insights you have gained.
 - 1 page: Discuss three questions that remain for your future exploration, and outline how you plan to pursue these questions.

☛ E-mail or Ground mail your Capstone Assignment (E-mail: jblase@uga.edu; Ground mail: Dr. Jo Blase, 121 Hickory Pointe Drive, Athens, GA 30605) to me so that it **arrives no later than the last week of the session; that is, mail it by approximately one week before the end of the current session.** *Don’t worry or inquire about my receipt of the paper; if I am missing any papers at grading time, I will contact you personally!*

☞ I sincerely hope this course has helped you begin your journey into the world of developing a learning community through professional development! I’d like to hear from you as you move through our program and become a school leader!

Jo Blase

OPTIONAL: USEFUL BOOKS FOR YOUR PROFESSIONAL LEADERSHIP LIBRARY AND COURSEWORK

- Acheson, K. A., & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers: Preservice and inservice applications* (3rd ed.). White Plains, NY: Longman.
- Blase, J., & Blase, J. (2006). *Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers*. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin.
- Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: ASCD.
- Joyce, B., & Showers, B. (1998). *Student achievement through staff development* (3rd ed.). White Plains, NY: Longman.
- Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin.

Office Hours: By appointment. E-mail correspondence and telephone conversations are welcome.

General Information

As with all graduate level work, material submitted by students will be evaluated for completeness, appropriateness, creativity, and cohesiveness. The focus of any activity, discussion, and course assignment should derive from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should reflect sensitivity to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc. All work must be in APA format when appropriate; a 12-point font, one-inch margins, and double spacing are preferred but not necessary. Feel free to discuss any questions or concerns about the course assignments prior to the due date. If you have special needs, please discuss them with me as soon as possible.

Diversity Statement

Issues related to student diversity will be addressed in each of the courses in the Educational Leadership Program. This specifically means that issues related to differences in individuals and groups will be discussed. These include: concerns with the cultural backgrounds of learners, concerns with multiple learning styles and competencies of learners, and concerns with the variation in contexts from which learners come and in which schooling occurs. It is our understanding that differences in contexts result in differences in how parents, educators, and students view the world. Unless educators understand these differences and create programs that build on these differences, learners may be placed at risk of failure simply because of their differences. We believe that a respectful concern for diversity must be at the heart of every school leader's effort to improve "the opportunity to learn" for all students and adults. We will stress diversity issues and their significance in relationship to school leadership.

A Culture of Honesty

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.