

---

Electronic Theses and Dissertations, 2004-2019

---

2014

## Defining and Building Excellence: A Model for Professional Development at Arete Charter School

Shloe Kerness  
*University of Central Florida*



Part of the [Education Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### STARS Citation

Kerness, Shloe, "Defining and Building Excellence: A Model for Professional Development at Arete Charter School" (2014). *Electronic Theses and Dissertations, 2004-2019*. 4530.

<https://stars.library.ucf.edu/etd/4530>



DEFINING AND BUILDING EXCELLENCE:  
A MODEL FOR PROFESSIONAL DEVELOPMENT  
AT ARETÈ CHARTER SCHOOL

by

SHLOE KERNESS  
B.A. Western Washington University, 1993  
M.S. Nova Southeastern University, 2007

A dissertation in practice submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the College of Education and Human Performance  
at the University of Central Florida  
Orlando, Florida

Summer Term  
2014

Major Professor: Carolyn Hopp

© 2014 Shloe Kerness

## **ABSTRACT**

In the U.S., there is increased awareness that what teachers know and are able to do play a significant role in the achievement of their students (Sanders & Rivers, 1996). Consequently, there is an unprecedented interest in improving instruction, a job that is normally assumed by the schools and school districts where teachers are employed. However, long-established professional development options provided by school districts usually fail to have any significant positive impact on teachers' instructional practices and often have the unintended consequence of making teachers feel more like workers on an assembly line than professionals doing emotionally complicated work (Borko & Putnam, Cohen & Hill, 1995; Darling-Hammond, 2009). Areté Charter School, a rapidly growing charter school franchise, does not currently have a clearly defined model of professional development that supports its unique instructional model. Results of the Standards Assessment Inventory 2 and higher than average teacher attrition due to both voluntary and involuntary leavers indicate that a change initiative is needed. With little time and limited resources available for professional development, it is of particular importance to develop an unambiguous model for teacher learning at Areté that leads to program choices with a high probability of increasing teacher capacity as well as improving student learning. The purpose of this dissertation in practice is to advance/promote a viable model for professional development at Areté Charter School that will "alter the professional practices, beliefs, and understanding of school persons toward an articulated end" (Griffin, 1983, p. 2). A model for professional development utilizing the Partnership Approach (Knight, 2007, 2011) and aligned to Learning Forward's Standards for Professional Development with the goal of humanizing the profession and offering a clearly articulated philosophy and set of actions is presented. Core

elements of the model include the principal as a designer, instructional coaching, workshops that make an impact, intensive learning teams, and partnership communication that, when used together, results in humanizing professional learning that is both focused and leveraged to not only sustain school success but propel it forward. This model has implications for other schools struggling with teacher professional learning including how to maximize professional development to enhance teacher repertoires while simultaneously utilizing it to humanize the profession.

This dissertation is dedicated to the two people who have had the greatest impact in shaping who I am today... my mother, Constance Rogovin and Robert Carrell.

Mom, you taught me that life is an endless struggle full of frustrations and challenges,  
but eventually you find a hair stylist you like.  
I miss you every day.

Bob, even though thousands of miles have separated us for a majority of the time  
you have been a part of my life, nobody has taught me more about love, loyalty,  
or what it means to be a grown-up.  
Life isn't always fair, but it cut me a break the day mom met you.

## ACKNOWLEDGMENTS

I want to express my gratitude to the many friends, colleagues, and teachers who assisted, advised, and supported my studies, research, and writing efforts over the years. I begin with Drs. Nancy Nichols and Karen Palladino, the first two women I knew who took their education all the way. Thank you for planting the seed. Next, Drs. Cynthia Hutchinson and Larry Holt, thank you both for watering that seed by taking me under your wings and for believing in me. Dr. Carolyn Hopp, you are a phenomenal woman whom I especially admire, and I am so happy to have had the opportunity, the privilege, to write this dissertation under your tutelage. Dr. Boote, thank you for all you have taught me, especially about writing. Dr. Valerie Storey, thank you for your mentoring and kindness. You made a tremendous impression on me and I strive to emulate your example. Dr. Vitale, thank you for all your dependable assistance and for guiding me successfully through the program. Drs. Monica Knight, thank you for your expertise, time, and for serving on my committee. Barbara Davis, it has been such a joy to work and travel with you and I am so glad to call you a friend. Thank you for your love. To my friends at Areté Charter School, administrators and teachers alike, thank you for throwing your doors open and for trusting me. I am forever in debt to each and every one of you and look forward to serving the organization for years to come. Maureen Tinsley, you have been there for me like nobody else could and I am so glad we did this together! Laurel Merrill, I love your words, admire your talent, and look forward to spending time together without “the dissertation” cutting in on our fun. Last, I thank my husband, Barry, and daughters, Lauren and Emily. I would not be writing these words without your tremendous love and encouragement. For all the dinners I didn’t cook, laundry I didn’t do, and programs I couldn’t attend, your support and backing never wavered. I

love you so much and promise to start making up for lost time. It's time to get off the chair behind my computer and start swinging on the front porch.



## TABLE OF CONTENTS

|  |      |
|--|------|
| LIST OF FIGURES .....  | xii  |
| LIST OF TABLES.....  | xiii |
| CHAPTER ONE: INTRODUCTION.....                                       | 1    |
| Statement of the Problem of Practice.....                            | 2    |
| Purpose of the Dissertation in Practice .....                        | 3    |
| Significance of the Dissertation in Practice .....                   | 4    |
| Rationale for the Solution .....                                     | 5    |
| Students Deserve and Need Expert Teachers .....                      | 5    |
| A Stable Faculty is Vital for School Success.....                    | 9    |
| The Organization: Areté Charter School .....                         | 14   |
| Founding of the School.....  | 14   |
| Organizational Context.....  | 14   |
| Mission.....   | 16   |
| Organizational Structure .....                                       | 17   |
| Professional Development .....                                       | 20   |
| Current Conceptualization .....                                      | 20   |
| Teacher as Learner .....   | 26   |
| Principles of Adult Learning.....                                    | 26   |
| Motivation and Adult Learning .....                                  | 30   |
| States of Growth .....   | 31   |
| Conceptual Levels.....   | 34   |
| Career Stage Continuum.....  | 35   |
| The Standards for Professional Development.....                      | 40   |
| Contemporary National and International Outlook .....                | 45   |
| International Findings .....   | 46   |
| National Findings.....   | 49   |
| Highest Priorities for Further Professional Development.....         | 51   |
| Variation in Professional Learning Opportunities Across States ..... | 52   |

|   |     |
|---|-----|
| Professional Development in Florida.....  | 53  |
| Models for Professional Development.....  | 59  |
| Framing the Problem of Practice .....   | 67  |
| The Human Resource Frame .....  | 68  |
| The Symbolic Frame.....   | 69  |
| The Work Ahead.....   | 72  |
| Scope.....  | 72  |
| The Plan .....  | 73  |
| The Survey .....  | 74  |
| CHAPTER TWO: MODEL DESIGN .....   | 77  |
| Problem of Practice/Context/Expected Outcomes.....                                  | 77  |
| The Survey .....  | 77  |
| Survey Results .....  | 79  |
| Theory of Action.....   | 82  |
| The Model for Teacher Professional Learning at Areté Charter School .....           | 83  |
| Humanity and the Role of the Teacher .....  | 84  |
| Principal as Leader and Designer .....  | 90  |
| The Target.....   | 95  |
| Rationale for Principal as Leader and Designer at Areté.....                        | 99  |
| Instructional Coaching.....   | 101 |
| The Components of Instructional Coaching .....                                      | 102 |
| Factors That Maximize Instructional Coaching Impact.....                            | 104 |
| The Partnership Principles Embodied by Instructional Coaching .....                 | 105 |
| Research Base for Instructional Coaching.....                                       | 107 |
| Rationale for Instructional Coaching at Areté .....                                 | 111 |
| Workshops that Make an Impact .....   | 114 |
| The Partnership Principles Applied to Workshops.....                                | 115 |
| Principals, Instructional Coaching, and Learning Teams In-Sync with Workshops ..... | 118 |
| Workshop Design.....  | 119 |
| Rationale for Workshops that Make an Impact at Areté.....                           | 122 |

|   |     |
|---|-----|
| Intensive Learning Teams.....   | 125 |
| Description.....  | 125 |
| The Partnership Principles Applied to Intensive Learning Teams .....                              | 127 |
| Principals, Instructional Coaching and Workshops Integrated with Intensive Learning<br>Teams..... | 131 |
| The Research Base Supporting Intensive Learning Teams .....                                       | 132 |
| Rationale for Intensive Learning Teams at Areté.....  | 135 |
| Partnership Communication.....  | 137 |
| Summary .....   | 141 |
| CHAPTER THREE: MODEL ANALYSIS AND EVALUATION.....   | 143 |
| Goals of the Model.....   | 143 |
| Anticipated Changes .....   | 144 |
| Alignment of Model to Goals .....   | 147 |
| Model Evaluation.....   | 148 |
| Supporting Research .....   | 153 |
| CHAPTER FOUR: IMPLICATIONS AND RECOMMENDATIONS .....  | 155 |
| The Proposed Model.....   | 155 |
| Organizational Change.....  | 155 |
| Implications and Recommendations .....  | 156 |
| Added Value and Confidence .....  | 156 |
| Control .....   | 157 |
| Accountability.....   | 159 |
| Expectations.....   | 160 |
| Participation, Attitudes, and Synergy .....   | 161 |
| Values, Trust, and Learning.....  | 163 |
| Ownership.....  | 164 |
| Vision.....   | 164 |
| Fear .....  | 166 |
| Time .....  | 167 |
| Conclusion .....  | 168 |
| APPENDIX A: IRB PAPERWORK .....   | 170 |

APPENDIX B: SAI2 SURVEY RESULTS ..... 172  
REFERENCES ..... 176

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 1: Andragogy in Practice Model, adapted from The Adult Learner..... | 30 |
| Figure 2: Partnership Target Model.....                                    | 83 |

## LIST OF TABLES

|   |     |
|---|-----|
| Table 1: The Five Major Dimensions and 16 Prototypic Attributes of Expertise .....  | 8   |
| Table 2: Knowles' 6 Principles Related to Assumptions about the Way Children and Adults Learn .....                                 | 28  |
| Table 3: States of Growth Categories .....  | 33  |
| Table 4: A Comparison of Maslow's Hierarchy of Needs and Teaching Career Stages .....   | 37  |
| Table 5: Construct for Making Learning Authentic for Adults .....   | 39  |
| Table 6: Standards for Professional Learning.....   | 42  |
| Table 7: Four Prerequisites for Effective Professional Learning.....  | 43  |
| Table 8: PISA (Program in International Student Assessment) Scores and Rankings by Country, 2006.....                               | 47  |
| Table 9: Varieties of Current and Common Practice in Staff Development: A List in Random Order .....                                | 62  |
| Table 10: Common Models of Professional Development.....  | 65  |
| Table 11: Logic Model for Teacher Professional Development at Areté Charter School.....   | 76  |
| Table 12: Overall Average Standard Value Areté Charter School .....   | 80  |
| Table 13: Comparison Overall Average Standard Value Areté Charter School as Compared to All SAI School Surveys .....                | 81  |
| Table 14: Select Responses from the Standards Assessment Inventory 2 Related to the Principal as Leader and Designer .....          | 100 |
| Table 15: Approaches to Educational Coaching, Benefits, and Research .....  | 109 |
| Table 16: Select Responses from the Standards Assessment Inventory 2 Related to the Benefits of Instructional Coaching.....         | 112 |
| Table 17: Select Responses from the Standards Assessment Inventory 2 Related to the Benefits of Workshops that Make an Impact ..... | 124 |
| Table 18: Senge's Five Disciplines.....   | 133 |
| Table 19: Select Responses from the Standards Assessment Inventory 2 Related to Learning Communities .....                          | 136 |
| Table 20: Logic Model for Teacher Professional Development at Areté Charter School.....   | 147 |
| Table 21: Objective Oriented Approach Evaluation Questions and Implications .....   | 149 |
| Table 22: Participant Oriented Approach Evaluation Questions and Implications .....   | 151 |
| Table 23: Summary of Research to support the Model Design .....   | 153 |
| Table 24: Old and New Leadership Model.....   | 158 |

## CHAPTER ONE: INTRODUCTION

“The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity” –Code of Ethics of the Education Profession in Florida,

Schools, today, face enormous challenges. In response to an increasingly complex society, one where students will need 21st century knowledge and skills to succeed as effective citizens, workers, and leaders, schools are being asked to educate the most diverse student body in our history to higher academic standards than ever before. As expressed by Darling-Hammond (1998) this undertaking “... is one that cannot be ‘teacher-proofed’ through management systems, testing mandates, or curriculum packages. At its root, achieving high levels of student understanding requires immensely skillful teaching—and schools that are organized to support teachers' continuous learning” (p. 92).

Teacher quality and teacher professional development have been on the forefront of the national education agenda for over two decades, and the message across the literature and research is unequivocal; teacher quality is one of the most critical school inputs in educational production (Sanders & Rivers, 1996), and improving educators’ knowledge and skills is a prerequisite to raising student performance (Blank, de las Alas & Smith, 2007; Wenglinsky, 2000). Many landmark events and scholarly publications during this time have contributed to the notion that, for teachers, “every day is a professional day” (Tienken & Stonaker, 2007, p. 24). Whether one looks at the momentous publication of *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983), a report that declared "the educational foundations of our society are presently being eroded by a rising tide of

mediocrity that threatens our very future as a nation and a people"; the release of the Hunt Commission Report, *What Matters Most: Teaching for America's Future* (National Commission on Teaching and America's Future, 1996) that contended the quality of the teaching force needed to be improved in order for students to meet higher academic standards; the passage of the No Child Left Behind legislation; or the release of Linda Darling-Hammond's pioneering manuscript, *The Right to Learn* (1997), researchers, professors, school administrators, and teachers have worked to professionalize the status of teaching and to "create the circumstances to cause each child to be successful" (Speck & Knipe, 2005, p. xi).

Although teachers have always been expected to increase and refine their content and pedagogical knowledge throughout their professional careers through self-study, review of student outcomes, ongoing education, and supervision, the stakes, today, are higher than ever before. As stated by Zepeda (2012), "...accountability has led to frenetic methods to find the magic bullet, and often teachers and administrators are looking for answers to bigger-than-life questions related to school improvement, issues of diversity, and student achievement and performance on standardized tests" (pp. xxii-xxiii). Unfortunately, there is no quick and easy panacea. Learning to teach is a lifelong pursuit, but a growing body of research does inform best approaches and strategies that when thoughtfully implemented help teachers and organizations strive for personal bests.

### Statement of the Problem of Practice

Areté Charter School, Inc., a rapidly growing charter school franchise, does not currently have a clearly defined model for professional development. According to the school's education plan, the typical classroom environment will provide students with direct and open-ended



learning opportunities based on the school's whole school/whole child approach to educating radiant children where teachers are as equally committed to their own personal/professional development as they are to their students. However, without a clearly defined model for professional development, the organization is unable to provide a coherent continuum of professional learning that supports its unique instructional model. Successful and lasting professional growth is too important and complicated to happen without a well-articulated theory of action, and Areté will not be able to maintain its achievement, improve the retention rate of new teachers, nor successfully replicate its brand without a purposeful model for professional learning that is firmly rooted in the same philosophies that guide its special vision and mission.

#### Purpose of the Dissertation in Practice

With little time and limited resources available for professional development, it is of particular importance to develop a plan for teacher learning, one that leads to choices with a high probability of increasing student learning. The purpose of this dissertation in practice is to develop a viable model for professional development at Areté Charter School that will “alter the professional practices, beliefs, and understanding of school persons toward an articulated end” (Griffin, 1983, p. 2). Organizational leaders at Areté Charter School requested the development of this model in order to make sense of and integrate a collection of improvement efforts focused on the delivery of a unique instructional model. The model should take into consideration the educational philosophies that guide organizational objectives for professional learning as well as consider the research base on which effective professional development practices are based. The model should meet the collective individual needs of its diverse instructional faculty—sufficiently

challenge veteran teachers and support newly qualified and/or new-to-Areté teachers. Last, the plan should be specific enough to meet the particular needs of Arété Charter School but generalizable enough to serve as a model for other Arété-brand schools that are in various stages of replication. The ultimate goal of this model is to improve professional learning at Arété, to make it more powerful and effective, and to help teachers build capacity to carry out the organization's mission to help children reach their full potential in all areas of life.

### Significance of the Dissertation in Practice

This dissertation in practice conducted at Arété Charter School was of three-fold importance. First, the steps taken to develop a focused professional development model for this organization necessitated work that will ultimately result in the clarification and articulation of a clear organizational (targets) framework, including an unambiguous model of instruction, which can serve as a blueprint for replication schools. Second, information gathered via this study revealed that there is no one-size-fits-all model or plan for professional development. There is only a current reality and benchmarks that can be used to review, to create debates, and to seek evidence in order to determine whether or not a school is having a marked impact on all its students. With that said, we *can* drastically improve how well our students learn and perform if schools are organized in a way that also supports teachers' learning and performance. When educators engage in *humane* professional learning, training that is done *with* teachers not *to* teachers, training that empowers them to embrace proven teaching methods, we can move closer to the goal of every student receiving excellent instruction in every class every day (Knight, 2009b).

## Rationale for the Solution

### Students Deserve and Need Expert Teachers

Research shows that teacher effectiveness is the single most important school-based factor in student success. Students who have highly effective teachers for three consecutive years will score 50 percentile points higher on achievement tests than students who have less effective teachers three years in a row (Sanders & Rivers, 1996). Moreover, studies suggest that assigning great teachers five years in a row to a class of disadvantaged students could close the achievement gap between these students and their privileged peers (Hanushek, Kain, O'Brien & Rivkin, 2005). Currently, the odds that a child will be assigned a great teacher five years running are only 1 in 17,000 (Walsh, 2007).

Although the largest source of variation in student learning is attributable to differences in what students bring to school such as their abilities, attitudes, and family and community background, research dating all the way back to the Coleman Report (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld & York, 1966) shows the quality of the teacher in the classroom is the most important school factor predicting student outcomes (Aaronson, Barrow & Sanders, 2007; Ferguson, 1998; Goldhaber, Brewer & Anderson, 1999; Rivkin, Hanushek & Kain, 2005; Rockoff, 2004). What a teacher knows, does, and cares about accounts for thirty to forty percent of the variability in student outcomes (Ferguson, 1991), and successful professional development experiences play an important role in teachers' teaching methods (Borko & Putnam, 1995).

Unfortunately, studies that focus on teacher quality reveal that many teachers enter the field gravely unprepared to address individual differences in many academic skills (Alexander & Lyon, 1996; Darling-Hammond, 1997; Darling-Hammond & Post, 2000; Laine and Otto, 2000), do not know what instructional strategies are most effective (Hattie, 2012), are not aware of their impact on student achievement (Knight, 2013), and are often unable to facilitate superior learning due to deficiencies in their own content knowledge, industry, and motivation (Durkin, 1987).

Thankfully, research conducted by Hattie (2012) demonstrates that when the benchmark for student learning is set at zero, almost every teacher does impact learning. Even though some children will learn despite incidental teaching, others will never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach (American Federation of Teachers, 1999). But it takes experience and focused, educative professional learning for teachers to hit their stride (Blank, de las Alas & Smith, 2007; Knight, 2013; Wenglinsky, 2000). The research bears this out; a number of studies have shown that teachers' effectiveness, as measured by gains in their students' test scores, increase significantly with additional experience for the first several years in teaching (Atteberry, Loeb & Wyckoff, 2013; Clotfelter, Ladd & Vigdor, 2007; Gordon, Kane & Staiger, 2006; Harris & Sass, 2011; Henry, Fortner & Bastian, 2012; Jepson, 2005; Kane, Rockoff & Staiger, 2008; Staiger & Rockoff, 2010). Several other studies offer evidence to support the fact that professional development plays an important role in improving teachers' teaching methods and student achievement (Borko & Putnam, 1995; Cohen & Hill, 1997; Darling-Hammond, 1999). However, in a field that often describes a teacher's first year in the classroom as a 'sink or swim'

experience, a large percentage drown—fifty percent quit within the first few years on the job (National Center for Education Statistics, 2008).

The reality for many students, especially those in hard to staff schools, is that they never have the advantage of being taught by an experienced, expert teacher (Carroll, 2007). Recent research conducted by Ingersoll & Merrill (2012) found that, today, there are more first-year teachers in U.S. classrooms than teachers at any other experience level meaning that the chances of being assigned to a first-year teacher are extremely high. Only a generation ago, in 1987, a student was most likely to be assigned to a 15-year veteran (Ingersoll & Merrill, 2012). The potential negative consequences for students are disquieting. The difference between being taught by a highly capable and a less than capable teacher can translate into a full grade level of achievement in a single school year (Hanushek, Fildes, Davies, Flowerdew, Horta, Olinto & Kirksey, 1992). Furthermore, teacher effects can be enduring and cumulative, whether they advance student achievement or impede it (Sanders & Rivers, 1996).

In a review of literature on the distinctions between experienced and expert teachers, Hattie (2003) identified sixteen attributes of expertise that support the notion that superior teachers approach their work in ways that are different than average teachers (see Table 1). Expert teachers –those who are passionate and possess a mind frame in which they see it as their primary role to evaluate their effect on learning, have a greater impact on student achievement than those who do not. When teachers strive to be the best they can be, they have a more enduring influence on the lives of students, and their actions encourage their students to start their own journey—to strive for their own personal bests (Knight, 2011).

Table 1: The Five Major Dimensions and 16 Prototypic Attributes of Expertise

|   |
|---|
| <p>A. Can identify essential representations of their subject(s)</p> <ol style="list-style-type: none"> <li>1. Expert teachers have deeper representation about teaching and learning.</li> <li>2. Expert teachers adopt a problem-solving stance to their work.</li> <li>3. Expert teachers can anticipate, plan, and improvise as required by the situation.</li> <li>4. Expert teachers are better decision-makers and can identify what decisions are important and which are less important.</li> </ol>              |
| <p>B. Guiding Learning through Classroom Interactions</p> <ol style="list-style-type: none"> <li>5. Expert teachers are proficient at creating an optimal classroom climate for learning.</li> <li>6. Expert teachers have a multi-dimensionally complex perception of classroom situations.</li> <li>7. Expert teachers are more context-dependent and have high situation cognition.</li> </ol>   |
| <p>C. Monitoring Learning and Provide Feedback</p> <ol style="list-style-type: none"> <li>8. Expert teachers are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.</li> <li>9. Expert teachers are more adept at developing and testing hypotheses about learning difficulties or instructional strategies.</li> <li>10. Expert teachers are more automatic.</li> </ol>  |
| <p>D. Attending to Affective Attributes</p> <ol style="list-style-type: none"> <li>11. Expert teachers have high respect for students.</li> <li>12. Expert teachers are passionate about teaching and learning.</li> </ol>  |
| <p>E. Influencing Student Outcomes</p> <ol style="list-style-type: none"> <li>13. Expert teachers engage students in learning and develop in their students' self-regulation, involvement in mastery learning, enhanced self-efficacy, and self-esteem as learners.</li> <li>14. Expert teachers provide appropriate challenging tasks and goals for students.</li> <li>15. Expert teachers have positive influences on students' achievement.</li> <li>16. Expert teachers enhance surface and deep learning.</li> </ol> |

Source: Hattie, J. (2003). *Teachers make a difference: what is the research evidence?*  
 Camberwell: Australian Council for Educational Research.

Pursuing excellence does not happen by serendipity or accident. Professional development programs must fit into the context in which teachers operate and must pay attention

to building capacity, including teacher leadership to sustain new practice (Ball & Cohen, 1996; Putnam & Borko, 1997). Unfortunately, not all teachers are excited about their opportunities to learn (Corcoran, 1995; Little, 1989, 1993; Smylie, 1989). One reason why many teachers resist professional development is that poorly designed trainings can actually inhibit growth by de-professionalizing teachers, treating them like workers on an assembly line rather than professionals doing emotionally complicated knowledge work (Bell & Gilbert, 1994; Darling-Hammond, 1994; Knight, 2011). Professional learning must embody respect for the professionalism of teachers by involving teachers as true partners in their professional learning (Darling-Hammond, 1994; Hattie, 2012; Knight, 2011; Miles, 2005; Smylie & Conyers, 1991). Providing teachers opportunities for quality professional development is the likeliest way to inspire greater achievement for children (Goldhaber & Anthony, 2007; Rivkin, Hanushek & Kain, 2005; Rockoff, 2004; Sanders & Horn, 1998; Sanders & Rivers, 1996; Wenglinsky, 2002; Whitehurst, 2002; Wright, Horn & Sanders, 1997), especially those for whom education is the only pathway to survival and success (Darling-Hammond, 1998).

#### A Stable Faculty is Vital for School Success

A stable school faculty is its own reward. A steady faculty suggests that this school is a place where teachers enjoy spending their days rather than a place to be endured. Stability is one aspect of an organization's health and studies have linked the organizational health of a school to higher student achievement (Hoy, Tarter & Bliss, 1990). As already mentioned, teachers experience a steep learning curve during their first couple of years on the job. Research indicates that teachers whose schools were organized to support them in their teaching—providing time for collegial interaction and opportunities for teacher learning, were more likely to stay in their

schools, and in teaching, than teachers whose schools were not so organized (Johnson & Birkeland, 2003). And research shows that teachers who stay in their initial schools longer are more effective and stay in the profession longer than those who are not as effective and who “churn” from one school to another (Goldhaber, Gross & Player, 2011).

But the numbers show that teachers, these days, are not sticking with it. In some districts, teachers drop out at a higher rate than students (Carroll, 2007). Even though our nation is producing more teachers than ever before—the teaching force has ballooned in recent years increasing at a faster pace than the increase in student population (Ingersoll & Merrill, 2012), “there’s a hole in the bucket” (Carroll, 2007, p. 2). Promising, young teachers are departing the profession at an unsustainable rate through what some call a “revolving door” making it difficult for schools to recruit, cultivate, and retain new teachers. As already discussed, the result of this drop out problem is that the majority of teachers today are new to the profession. In 2007, about 28 percent of our nation’s teaching force had less than five years of experience. This represents a 67 percent increase in the percentage of teachers with five or less years teaching experience since the 1987-88 calendar year when 17 percent of the teaching force had similar experience. It is also important to note that since the teacher workforce has dramatically grown *numerically*, there are far more first-year teachers than ever before: 65,000 first year teachers in 1987-88 compared to 200,000 first-year teachers by 2007-08 (Ingersoll & Merrill, 2012). These numbers indicate, according to many educational thinkers, that professional development has a long way to go in order to support new teachers. For example, professional development that has as its focus student learning and helps teachers develop the pedagogical skills to teach specific kinds of



content has strong positive effects on practice and retention (Blank, de las Alas & Smith, 2007; Smith & Ingersoll, 2004; Wenglinsky, 2000).

High turnover can cause havoc and lead to problems in how the organization functions (Mobley & Fisk, 1982; Price, 1977). High attrition limits the ability of a school's faculty to work as a team. It is difficult for teachers to build relationships and trust when veterans are always dealing with new faculty members who are strangers (Bryk & Schneider, 2002; Guin, 2004). Trust is a vital element in well-functioning, productive organizations and "is the foundation on which school effectiveness is built" (Cunningham & Gresso, 1993, p. 121). Research indicates that a team-oriented approach to improving school, one that is based on effective cooperation and communication, is crucial to success (Baier, 1986). A team orientation is predicated on the concept that the organization contains a group of like-minded people devoted to the mission and goals of the organization (Lake, Hill, O'Toole & Celio, 1999). Constant turnover makes teamwork tiring when key players do not return year to year. Distrust causes people to feel uncomfortable and ill at ease, provoking them to expend energy on assessing the actions and potential actions of others rather than focusing on the task at hand (Uline, Miller & Tschannen-Moran, 1998). Because the work of teaching necessitates a sizeable amount of teamwork and collaboration, turnover is likely to disrupt the momentum and progress of the entire group (Guin, 2004). It's not surprising then that high teacher turnover is correlated with low school performance (Boyd, Lankford, Loeb & Wyckoff, 2005; Ingersoll, 2001).

It is important to note that not all teacher attrition is a bad thing. Teachers retire and others leave for personal reasons, and as Ingersoll and Smith (2003) explain, "Too little turnover in any organization may indicate stagnancy. Effective organizations usually benefit from a

limited degree of turnover which eliminates low-caliber performers and brings in new blood to facilitate innovation” (p. 31). However, high levels of employee turnover suggests that an organization has underlying problems, especially when some research shows that the brightest teachers with the highest level of general skills are the most likely to leave early (Mumane & Olsen, 1990). According to research conducted by Jacob, Vidyarthi & Carroll (2012) for The National Teaching Project, half of all teachers in the top twenty percent of effectiveness leave within five years and when these teachers leave, they take with them their ability to employ advanced instructional techniques, knowledge of students’ learning styles, and professional development training (Chuong, 2008).

A constant revolving door also has a negative economic impact on schools. Teachers are the most significant and costly resources in schools. Learning Forward, formerly known as the National Staff Development Council, encourages all schools to invest a minimum of ten percent of their operating budgets and twenty-five percent of educators’ work time in professional learning (Mizell, 2010). Underperforming Title I schools are required by the federal government to expend 10 percent of their Title I funds on professional development. Although most schools do not spend this much—a recent study showed that the average percentage school districts spend on professional learning is under four percent (Miles, Odden, Fermanich, Archibald & Gallagher, 2004)—attrition still costs a school system between ten to thirty percent of a departing teacher’s salary (Alliance for Excellent Education, 2005; Shockley, Guglielmino & Watlington, 2006) and our nation \$7.3 billion annually (Barnes, Crowe & Schaefer, 2007). The economic costs associated with chronically high attrition are not only costing our school systems billions of dollars, they are also draining precious resources that could otherwise be spent to

improve teaching effectiveness and student achievement (Teoh & Coggins, 2013). Carroll (2007) put it best, “An inordinate amount of (human and financial capital) is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students” (p. 2).

For all the above mentioned reasons, the teacher dropout problem is of particular concern for a charter school like Areté. The proportion of charter school teachers, nation-wide, with less than five years of experience is double that found in traditional public schools (Carnoy, Jacobson, Mishel & Rothstein, 2006). Today, between 40 to 50 percent of those who enter the teaching profession leave within five years (Grissmer & Kirby, 1987, 1992, and 1997; Hafner & Owings, 1991; Huling-Austin, 1990; Ingersoll & Perda, 2010; Ingersoll & Smith, 2003; Murnane, Singer, Willett, Kemple & Olsen, 1991; Veeman, 1984). The turnover rate, due to involuntary and voluntary attrition in start-up charter schools is twice as high compared to conversion charter schools; the odds of a charter school teacher leaving the profession versus staying in the same school are 130 percent greater than those of a traditional public school teacher; and the odds of a charter school teacher voluntarily transferring to another school are 76 percent greater (Stuit & Smith, 2010). These problems are even greater in brand new charter schools say Stuit and Smith. It is not uncommon for new charter schools to experience growing pains and suffer more turnover than established charter schools (Buddin & Zimmer, 2005). Before a new charter school has a chance to “mature and shake out early problems”, many of its inaugural teachers leave (Carnoy, Jacobson, Mishel & Rothstein, 2006, p. 156).

## The Organization: Areté Charter School

### Founding of the School

Founded in 1999, Areté Charter School is the realization of one woman's dream to provide families, like her own, an alternative to the traditional public schools available to them in her community. In the early 1990s, Mrs. Baez, Areté's visionary founder, worked as an at-home daycare provider in order to finance her own two children's Montessori preschool education. When her son and daughter were ready for elementary school, Baez, who believes love, care, and individual attention along with a proper learning environment characterized by choice and inquiry, are crucial to help children learn, was disappointed with traditional school options. After deciding to home-school her children, Baez was encouraged by like-minded families to investigate the feasibility of opening a private, Montessori elementary school. Inspired, Baez embarked on an odyssey that ultimately resulted in the opening of Areté Charter School, a public, tuition-free, K-12 school. From its humble beginnings when Areté opened in a church building with 112 Kindergarten through sixth grade students, the school has grown and now serves 762 students in grades Kindergarten through nine with plans to add tenth through twelfth grades next year.

### Organizational Context

Areté Charter School is located in a semi-urban city with a population of approximately 100,000 residents in Central Florida. It is managed and owned by Areté Schools Inc. and managed by Alumni School Management. Approximately half of the student population is Caucasian and the other half is composed evenly of African American and Hispanic children.

Sixty-three percent of the students have been identified as economically disadvantaged; therefore, Areté receives Title I resources, federal funds that are channeled through the state and local school district, to fund programs, support hiring additional teachers and classroom aides, and provide other activities that are tied to raising student achievement. The school has grown rapidly since 1999. The school currently encompasses two school campuses. The “lower” campus, which serves grades Kindergarten through six, was built in 2005 and is Florida’s first “green” school building, a 55,000 square foot structure that features naturally day lit classrooms, clean air, and classical music piped into its hallways. In 2010, Areté Charter School opened a 10,000 square foot addition with computer labs, classrooms, and an indoor gymnasium. The “upper” campus, which currently serves some of the sixth grade students and grades seven through nine, is located two miles from the lower campus and is housed in a leased, newly built 95,000 square foot facility that is situated on 20 acres of field space and woods that, ideally, enable teachers to integrate outdoor studies into the curriculum. Like the lower campus, this facility features several computer labs, a science lab, a media center, and an indoor gymnasium that doubles as a cafeteria.

In 2011, Areté Charter School not only earned accreditation from the Southern Association of Colleges and Schools, it met the criteria established by Florida State Statute to earn the distinction of “high-performing charter school” (FL Stat. § 1002.331, 2013). This status entitled Areté Schools Inc. the opportunity to submit an application in any school district in the state to establish and operate a new charter school that would substantially replicate its educational program. Areté Schools Inc.’s application to open Marmara Community Charter School in the same county was approved, and in the summer of 2013, Marmara Community

Charter School opened with \$\$\$ Kindergarten through fifth grade students. Marmara Community Charter School currently shares facilities with Areté Charter School's upper campus.

### Mission

With a mission “to work in partnership with the family and community and with the aim of helping each child reach full potential in all areas of life”, Areté Charter School seeks to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual and social skills as a foundation for life. The goal of this mission is to realize the organizational vision of revolutionizing the way children are educated. By taking into consideration all aspects of the learning environment—from a healthy, high performance school<sup>1</sup> to a powerful, rigorous, engaging instructional program that develops each child intellectually, physically, emotionally, spiritually and socially, Areté strives to create “radiant children” and empowers them to discover their own creative genius. In Kindergarten through second grade, the school uses a “holistic” approach based on the work of Dr. Maria Montessori whose hallmark methods include multiage groupings that facilitate peer learning, uninterrupted blocks of work time, and guided choice of student activity to teach the Florida Next Generation Sunshine State and Common Core Standards. In the upper grades, more traditional instructional approaches are used; nevertheless, according to its website, students are still granted opportunities to make choices and direct the path of their learning through project based learning. Embedded in the curriculum for all students is an extensive focus on nutrition, healthy lifestyles, and sustainable living. According to the school’s philosophy, selecting and

---

<sup>1</sup> According to the school’s website, Areté’s green building features such as naturally day lit classrooms, solar energy systems, and superior indoor air quality promote the well-being of students and have been found to increase academic performance, boost daily average attendance, and reduce health problems such as asthma, respiratory ailments, and seasonal affective disorder.”

eating the right foods strengthens children's immunity, helps students maintain a healthy body weight, and boosts their ability to learn. Students and faculty alike are encouraged to eat plenty of whole grains, fresh fruits and vegetables, and higher quality protein items. All Areté Charter School students are involved in planting a class garden. As much as possible, food grown by students is used by the school café which offers only whole grain, organic, regional and seasonal food selections.

### Organizational Structure

The organizational structure of Areté Charter School is configured traditionally and conveys to all stakeholders that the business of the school is learning and that the different elements of the school's organization are structured to support that learning. The school is governed by an all-volunteer board of directors. Each board member is asked to serve a three year term in order to develop a rich understanding of the organization's vision and mission and to be able to provide insightful guidance for future direction. Board members are teachers and parents of students at Areté as well as business professionals from throughout the community. Meeting monthly through the school year, the Board of Directors oversees adherence to the organization's mission and vision, business decisions, and future planning for the school.

Mrs. Baez, the founder of Areté Charter School, is the Head of Schools and she is also the Executive Director of Alumni School Management, the charter school management company that is contracted by Areté's Board of Directors to manage and operate its charter contract with the state of Florida. Serving these two roles, Baez works simultaneously as its visible leader and behind the scenes on the more pragmatic work of establishing new charter schools, making facilities acquisitions, human resource coordination, and budget development. As the founder of

the organization, Baez works hard to ensure that her vision for the school is not lost, especially as the organization has grown exponentially over the past few years. She also remains the driving force behind the evolution of its mission and the replication of its model in other charter schools across Central Florida such as Marmara Community Charter School.

The School Director, hired in October of this school year, Dr. Day, is the instructional leader at Areté (Lower Campus) and is responsible for overseeing the school's mission and for ensuring student achievement by focusing on the quality of instruction. As the on-site leader of the school, Day promotes high standards and expectations for all staff, faculty, and students. She supervises the instructional programs of the school, scrutinizes lesson plans, observes teachers work in their classrooms, and ensures learning experiences for all students and teachers are consistent with the school's philosophy, mission statement, and instructional goals. Day also nurtures a school-wide culture where teachers and students alike are energized, thrilled, and empowered by its unique instructional and learning model.

The Upper Campus does not currently employ a school director. Its most recent principal, Mr. Kahale, resigned mid-year and a suitable replacement has not yet been found. The Upper Campus is currently getting by under the leadership of an Assistant Principal, and a Discipline Dean. Both take care of the day to day responsibilities of the junior high campus; however, their supervision is aided by a Program Coordinator who also coordinates programs at the Lower Campus. Finally, the organization employs a literacy coach who primarily works with the elementary school teachers but who has a semi-administrative presence on the Upper Campus as well.



Fundamental to the mission of the Areté model is the assumption that teachers are the most important school-based resource in supporting students' development and in meeting the expectations for school success. Areté currently employs 60 instructional staff members, 20 percent of whom were newly hired in the 2013-2014 academic year. Seventy-five percent of these teachers held a Bachelor's degree and the other twenty-five percent held advanced degrees. Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside their field of specialization. Ninety-six percent of classes taught at Odyssey Charter School in the 2013-2014 academic year were taught by teachers teaching within their field of specialization. Teachers at Areté follow a master schedule that includes instructional time for reading, mathematics, language arts, science, social studies, and health education. In addition, the schedule includes instructional time for art, music, physical, and media instruction. In Kindergarten through fifth grade, the co-teaching model of teaching is used, meaning approximately thirty-five students are each assigned to a classroom that is shared by two full-time teachers. As much as their training allows, teachers use Montessori methods (in grades Kindergarten through two) and a blend of indirect and direct instructional strategies in grades three through five. In grades six through nine, students attend a homeroom period and rotate to different classrooms throughout the day according to the master schedule. Content area teachers in these grades also use a blend of indirect and direct teaching strategies to teach the curriculum.

## Professional Development

### Current Conceptualization

In a broad sense, professional development refers to the development of a person in his or her role as a professional (Villegas-Reimers, 2003). More specifically, professional development for teachers provides thoughtful and guided enhancement of their talents and focuses on the attainment of long-range goals (Zepeda, 2012). And, according to Glatthorn (1995), “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (p. 41). These definitions of professional development are supported by Hirsch who says “professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career” (2010, p. 1) and can refer to many types of educational experiences related to an individual’s work ranging from formal activities such as attending courses or workshops to informal activities situated in practice such as reading professional publications or having impromptu discussions with colleagues (Ganser, 2000). Often called staff development, which is “the provision of organized in-service programs designed to foster the growth of groups of teachers” (Glatthorn, 1995, p. 41), professional development is oriented toward facilitating growth in individuals as well as in the organization (Zepeda, 2012). Whatever the term, the purpose of professional development is the same; to develop the knowledge, skills, practices, and dispositions teachers need to help students perform at higher levels (Learning Forward, Definition of Professional Development, 2014).

Professional development is not simply in-service training, the history of which begins in the middle of the last century. When the field of staff development was first getting established in the 1960s and early 1970s, states gave school districts permission to substitute district-offered professional development for college credits in order for teachers to renew their teaching licenses. For the first time, teachers were consulted and had a voice in the content of their staff development. Unfortunately, in an effort to accommodate the many requests made by teachers, a large number of sessions were scheduled and consequently kept short. At the same time, state and federal officials realized they had captive audiences on these staff development days and the ‘smorgasbord’ grew (Joyce & Calhoun, 2010). For the better part of the past four decades, write Joyce and Calhoun, “The majority of workshops offered on a day’s agenda in many districts were on topics promoted or mandated by combinations of government agencies, communication needs of the district, and promotions by national organizations” (p. 97). Teachers lost what little control they had as administrators made decisions regarding what their instructional personnel needed and acted without a true understanding of teachers’ day-to-day experiences or real needs. The ‘one-size-fits-all’ in-service training, more often than not, lead to diminished results and had the unintended effect of making teachers feel disillusioned or even damaged by the professional development they experienced (Guskey, 2000; Knight, 2011). However, in the past few years, research and shifts in the knowledge base about how people learn and what teachers need in order to succeed (Ball & Cohen, 1999; Bransford, Brown & Cocking, 2000; Darling-Hammond, 2000; Hawley & Valli, 1999; Loucks-Horsley, Stiles & Hewson, 1996), have defined a ‘new paradigm’ (Cochran-Smith & Lytle, 2001; Walling & Lewis, 2000; Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2010) for professional development, one that rejects the

ineffective ‘drive-by’ or ‘sit-and-get’ model of the past in favor of more educative and powerful opportunities (Stein, Smith & Silver, 1999). Effective approaches to professional development fill the void left by traditional approaches; have a profound impact on instructional practices; are research-based; tied to standards; and “present a coherent structure for teachers who work in an environment in which the work of teaching is rooted in learning” (Zepeda, 2012, p. 8).

This new vision of professional development has several significant characteristics. The following list, adapted from Villegas-Reimers (2003, pp. 13-15) and Zepeda (2012, pp. 9-10), capture the essential principles that distinguish exemplary professional development from less effectual models of the past:

1. *It is based on constructivism* rather than on a ‘transmission-oriented model’. Teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice (Corcoran, 1995). As a consequence, teachers are treated as active, not passive learners (Lieberman, 1995; McLaughlin & Zarrow, 2001), who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Dadds, 2001; Darling-Hammond & McLaughlin, 1995; King & Newmann, 2000), and who participate in multiple modalities of learning (Garet, Porter, Desimone, Birman & Yoon, 2001; Joyce & Showers, 1995; Porter, Garet, Desimone, Yoon & Birman 2003).
2. It is perceived as a *long-term process* as it acknowledges the fact that teachers learn over time. It should provide for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice (Corcoran, 1995). As a result, a series of related experiences is seen to be the most effective as it allows

teachers to relate prior knowledge to new experiences (Cohen, 1990; Dudzinski, Roszmann-Millican & Shank, 2000; Ganser, 2000; Garet et al., 2001; Loucks-Horsley, Hewson, Love & Stiles, 1998; Lieberman, 1995). Regular follow-up support is regarded as an “indispensible catalyst of the change process” (Schifter, Russell & Bastable, 1999, p.30; see also Corcoran, 1995; Garet et al., 2001; Joyce & Showers, 1995).

3. It is perceived as *a process that takes place within a particular context*. Contrary to the traditional staff development opportunities that did not relate ‘training’ to actual classroom experiences, the most effective form of professional development is that which is based in schools (job-embedded) and is related to the daily activities of teachers and learners (Abdal-Haqq, 1996; AERA, 2005; Aness, 2001; Baker & Smith, 1999; Borko, 2004; Darling-Hammond, 1998; Dudzinski, Roszmann-Millican & Shank, 2000; Ganser, 2000; McLaughlin & Zarrow, 2001; Wood & Killian, 1998). Schools are transformed into communities of learners, communities of inquiry (McLaughlin & Zarrow, 2001), professional communities (King & Newmann, 2000) and caring communities (Jenlink & Kinnucan-Welsch, 1999) because teachers are engaged in professional development activities (Lieberman, 1995). The most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and portfolios (Wood & McQuarrie, 1999).
4. Many identify this process as one that *stimulates and supports site-based initiatives and intimately linked to school reform* (Corcoran, 1995; Guskey, 1995; Loucks-Horsley, 1998), as professional development is a process of culture building and not of mere skill training (Cochran-Smith & Lytle, 2001) which is affected by the coherence of the school

program (King & Newmann, 2000). Professional development is likely to have greater impact on practice if it is closely linked to school initiatives to improve practice (Corcoran, 1995; Schifter, Russell & Bastable, 1999).

5. A teacher is conceived of as *reflective practitioner*, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge (Cochran-Smith & Lytle, 2001; Guskey, 1999; Lieberman, 1995; Loucks-Horsley, Hewson, Love & Stiles, 1998; Loucks-Horsley, Jenlink & Kinnucan-Welsch, 1999). In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices (Darling-Hammond & McLaughlin, 1995; Schifter, Russell & Bastable, 1999), and to help them develop their expertise in the field (Dadds, 2001).
6. Professional development is conceived of as a *collaborative process* (Darling-Hammond & McLaughlin, 1995; Corcoran, 1995). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions (Clement & Vanderberghe, 2000), not only among teachers themselves, but also between teachers, administrators, parents and other community members (Grace, 1999). It is site-based and includes teachers from the same grade level and subject area (Corcoran, 1995; Garet et al., 2001; Porter, Garet, Desimone, Yoon & Birman, 2000).
7. Professional development is *grounded in knowledge about teaching and is based on student performance data* (Kazemi & Franke, 2003; McDonald, 2001; Sparks, 1995) and is content-specific and related to subject matter (Birman, Desimone, Porter & Garet,

2000; Corcoran, 1995; Garet et al., 2001; Porter et al., 2003). Good professional development should encompass expectations educators hold for students, child-development theory, curriculum content and design, instructional and assessment strategies for instilling higher-order competencies, school culture, and shared decision making (Corcoran, 1995).

8. *Professional development may look and be very different in diverse settings*, and even within a single setting, it can have a variety of dimensions (Scribner, 1999; Joyce & Calhoun, 2010). There is not one form or model of professional development better than all others and which can be implemented in any institution, area, or context. Schools and educators must evaluate their needs, cultural beliefs, and practices in order to decide which professional development model would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace, such as school structure and school culture, can influence a teacher's sense of efficacy and professional motivation (Scribner, 1999). Apparent contradictory results reported in the literatures (such as the fact that some studies conclude that the best professional development is that designed and implemented on a smaller scale, while other say that it is more effective when implemented on a larger, system-approach scale) may be explained, not by deciding that one study is more accurate than another, but by examining the contexts in which the different studies were completed. Guskey (1995) emphasizes the importance of paying attention to context so that the right blend of professional development processes can be identified and planned. In other words, professional

development has to be considered with a framework of social, economic and political trends and events (Woods, 1994). Guskey (1995) adds:

The uniqueness of the individual setting will always be a critical factor in education. What works in one situation may not work in another... Because of the enormous variability in educational contexts, there will never be ‘one right answer’. Instead, there will be a collection of answers, each specific to a context. Our search must focus, therefore, on finding the optimal mix, that assortment of professional development processes and technologies that work best in a particular setting. (p. 117)

### Teacher as Learner

#### Principles of Adult Learning

This review of ideal contemporary professional development provides new insights and evidence regarding the kinds of professional learning opportunities that are more likely to maximize educators’ professional effectiveness and is rooted firmly in the research on how adults learn. As stated by Turner (2013, February, 17), “Although many of the *theories* developed about how children learn can also be applied to adults (cognitivism, social learning, constructivism), pedagogical *principles, assumptions, and methods* should not be, in most cases” (para. 1). Principles of andragogy (adult learning) are based on the idea that adult learners are shaped by prior learning experiences that affect their present beliefs, efficacy, and abilities (Cochran-Smith & Lytle, 1999; Feinman-Nemser, 1983; Hollingsworth, 1989; Putnam & Borko, 2002; Schmidt, 2010). This includes the need for professional development to be intensive,



embedded in teachers' daily work in schools and directly related to their work with students. It is also essential that professional development provides teachers with active engagement in learning how to teach content, and offers structured methods to regularly participate in collaborative solutions in local professional learning communities to improve teaching practices.

There is no single conjecture that explains all adult learning; however, Malcolm Knowles' (1989) theory of adult learning is a widely accepted scheme and sheds light on the nature of adult learning and assumptions connected to those premises. Comprised of six core principles, 1) the need to know, 2) self-concept, 3) prior experience, 4) readiness to learn, 5) orientation to learning, and 6) motivation, the theory helps us to examine the differences between pedagogy and andragogy and why it is crucial for professional development to honor the needs of adult learners. Table 2 describes these assumptions as they relate to Knowles' six principles.

Table 2: Knowles' 6 Principles Related to Assumptions about the Way Children and Adults Learn

| <b>Principles</b>         | <b>Assumptions about Children</b>  | <b>Assumptions about Adults</b>   |
|---------------------------|--|---|
| <b>Need to Know</b>       | Learners do not need to know how to apply learning to their lives. They only need to know that they must learn in order to advance in school.  | Learners need to know why they are learning something and how it will apply to their lives. They need to consider the benefits of learning as well as the consequences of not learning. They also need to “buy into” the idea that a gap exists between where they are and where they need to be. |
| <b>Self Concept</b>       | Teachers view learners as dependent on them and learners eventually internalize this and become dependent on their teachers.   | Learners need to feel they are responsible for their own decisions and lives, and want to choose what to learn instead of having learning imposed on them.  |
| <b>Role of Experience</b> | Learners’ experiences are not considered a resource for learning. The experience that counts is that of the teacher and the textbook. Lectures, assigned readings, and other controlled learning experiences are used. | Learners have quite a bit of experience that they can relate to what they are learning, in many cases. This can positively impact learning by utilizing previous learning, or can bring biases and presuppositions that can get in the way of learning.   |
| <b>Readiness to Learn</b> | Learners rely on their teachers to tell them what they are ready to learn next in order to get passing grades and progress through the education system.   | Adults are most interested in learning subjects having immediate relevance to their work and/or personal time.  |

| <b>Principles</b>              | <b>Assumptions about Children</b>  | <b>Assumptions about Adults</b>  |
|--------------------------------|--|--|
| <b>Orientation to Learning</b> | Learning is viewed as acquiring knowledge about subjects, and learning experiences are designed according to the logic behind learning the subject-matter content. | Learners become ready to learn what they need to know in order to deal with real-life situations.  |
| <b>Motivation</b>              | Learners are motivated by external motivators (teachers and parents).  | Learners may be motivated by external circumstances, such as promotions and raises, but are most strongly motivated by intrinsic rewards, such as growth, satisfaction, and self-esteem. |

Source: Knowles, M. S., Holton III, E. F., & Swanson, R. A., (2012). *The adult learner*. Routledge.

In recent years, Knowles' andragogical model was criticized for not taking in to account other factors that impact adult learning, such as situations, individual differences, and goals/purposes for learning (Knowles, Holton & Swanson, 2012), prompting Knowles to "enhance" his model "to more systematically apply andragogy across multiple domains of adult learning practice" (Knowles, Holton & Swanson, 2012, p. 146). The new "andragogy in practice" model is shown in Figure 1.

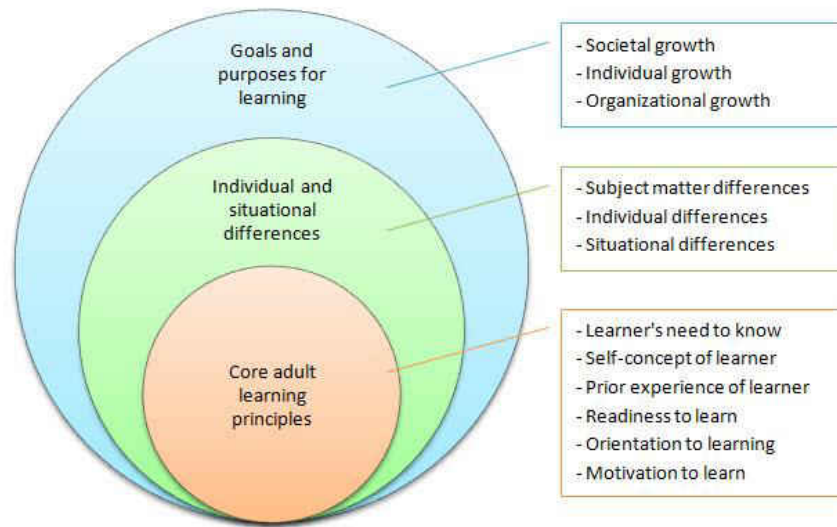


Figure 1: Andragogy in Practice Model, adapted from The Adult Learner

Source: Adapted by Turner, (2013, February 17) from the Adult Learner, (Knowles, Holton, & Swanson, 2012)

### Motivation and Adult Learning

There is unequivocal evidence that that high-quality professional development that adheres to the principles of adult learning theory supports teacher quality (Darling-Hammond, 1998; Fullan, 2001; Ingersoll & Smith, 2004; Kent, 2004; Strahan, 2003). The significant role motivation plays in this equation cannot be overemphasized. Although teacher cognition is a nascent field of study (Calderhead, 2012), research has shown that for most learning tasks, “there is a curvilinear relationship between motivational intensity and degree of success attained” (Brophy, 2013, p. 12). Simply stated, “Performance is highest when motivation is at an optimal level” (Brophy, 2013, p. 12). There are many conceptual frameworks that offer a range of constructs that are relevant for understanding the role of motivation in professional development. These approaches include expectancy-value (Watt & Richardson, 2008), achievement goals

(Butler & Shibaz, 2008), interest theories (Hidi & Renninger, 2006), self-determination theory (Assor, Kaplan, Feinberg & Tal, 2009) as well as new ways to think about emotion and affect (Pekrun, Frenzel, Goetz & Perry, 2007) just to name a few.

According to Vroom's (1964) expectancy theory, adult motivation, specifically, is a product of an individual's expectancy that a certain effort will lead to the anticipated performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual, known as *valence*. In other words, a teacher's genuine motivation to learn something new is increased when he or she believes the learning experience will have a positive impact on his or her professional life and real-world classroom (Atkinson, 1964; Corcoran, 1995; Knowles, 1973). Motivation is also directly linked to valance—the degree to which a teacher prefers attaining the outcome to not attaining it. Naturally, if a teacher believes what he or she is already doing is “good enough,” then he or she will not be motivated to extend a sincere learning effort. Likewise, if a teacher believes the professional learning will have a negative impact on his or her professional practice, say for example the teacher's philosophy of education is not aligned with a particular change effort, then he or she will not be motivated to make an earnest learning effort.

### States of Growth

Over the years, Joyce and his colleagues have conducted sets of studies on the relative *states of growth* of educators and the quality of their personal and professional lives (Joyce, Bush & McKibbin, 1982; Joyce & McKibbin, 1982; Joyce & Showers, 1995; Joyce, Weil & Calhoun, 2009; McKibbin & Joyce, 1980). *States of growth* refers to the interaction of people with their environments from the perspective of how they use their environments as sources of support and

development. As opposed to frames of reference that are focused on the quality of environments surrounding people, states of growth concentrates on how individuals draw nourishment from their surroundings. According to Joyce and Calhoun (2010), the teachers who best draw the most fuel from their environments actually improve their milieus—“they draw positive energy towards themselves” (p. 22). The growth-states hierarchy is described in full in Joyce, Weil, and Calhoun (2009), but Table 3 briefly outlines the categories.

Table 3: States of Growth Categories

| Stage                     | Description   |
|---------------------------|---|
| <b>Gourmet Omnivores</b>  | These proactive, discriminating people generate opportunities for development for themselves and, often, for their consorts and close friends. They do a good job of drawing information from their environments and integrating it into their conceptual systems. Their conceptual levels tend to be high, and they exploit a variety of sources as they interact with social milieu. In other various studies, a range of 10-15 percent of educators has been in this category. Their energy makes them natural leaders, although not all are gregarious or seek to lead.   |
| <b>Active consumers</b>   | These people also seek experiences and exploit them. In a cohort with gourmet omnivores they behave very much like the gourmet omnivores, and they have high integrative complexity. They are less proactive than the gourmet omnivores and protect their opportunities for growth less militantly. About 20 percent of educators are active consumers.   |
| <b>Passive consumers</b>  | The largest category by far, making up more than half of the population. These people are dependent on their professional and social environments for stimulation and opportunities to grow. Thus, they move toward the more active states summarized above when they are in the company of omnivores and active consumers and in situations rich with possibilities.   |
| <b>Reticent consumers</b> | Only about 5-10 percent of educators. This group actually pushes away opportunities for growth and can actively discourage others. However, many leaders overestimate the number of persons in this stage. Educators, and middle-class people in general, do not like conflict, and resistors create the appearance of conflict, even when they express themselves only through grumbling. The similarities in professional and personal behavior are striking. They have a tendency to blame their environments—the rest of the school depresses them professionally; their neighborhood and home depress them personally. |

Source: Joyce, B., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Corwin Press.

Any good model of professional development is going to acknowledge that people are uniquely individual and have different initiative. Joyce & Calhoun (2010) caution those

developing professional development to keep in mind that a model that seems to work for some may not work for all unless there is modification for educators as people: “Passive consumers may not show motivation or express their needs well, so helping them do so is important. Reticent consumers are generally disliked by leaders, which doesn’t help—they teach as many children as do the happiest campers. And the most active people can be neglected because a natural tendency is to assume that they will take care of themselves” (p. 23).

### Conceptual Levels

Another way teachers demonstrate differences in their motivation to change their professional behavior is expressed through their varying levels of conceptual complexity—the type of structure one brings to the environment. The more simple and rigid the structure, the more likely it is that a person will accept information that supports the existing structure and reject contradictory information. The more complex the structure, the more places one has to examine information of all types and integrate it or, even, generate new structures to accommodate new ideas (Joyce & Showers, 2002; Joyce & Calhoun, 2010; Joyce, Wolf & Calhoun, 2009). Additionally, a teacher who has a greater complexity in his or her information processing system typically has a more integrative learning environment, uses more inductive teaching processes, and has a greater degree of acceptance of diverse student personalities (Joyce & Showers, 2002; Joyce & Calhoun, 2010; Joyce, Wolf & Calhoun, 2009). Most likely not a coincidence, after examining the influence of conceptual complexity on teaching styles and on the acquisition of new curricular/instructional modes, Joyce and his colleagues have found that high states of conceptual complexity are correlated with high states of growth (Hunt, 1977; Joyce & Weil, 1972; Joyce & Showers, 2002; Joyce, Wolf & Calhoun, 2009).



Those organizing professional development should make considerable efforts to reach teachers who approach life and learning with different habits and mindsets. They should recognize that to win over reticent and passive consumers, they will need to differentiate their approaches, concentrate on the “lighting of candles rather than the cursing of darkness,” and “take on the position that people of all states of growth deserve support” (Joyce & Calhoun, 2010, p. 24).

### Career Stage Continuum

What teachers are motivated to learn is also related to where they are in their career and life cycle (Berliner, 1994; Feinman-Nemser, 1983; Huberman, 1989; Sikes, Measor & Woods, 1985; Steffy, Wolfe, Pasach & Enz, 2000) There are many stage theories to describe the different phases teachers pass through, all of which indicate teachers’ professional development requirements change dramatically throughout their professional lives (Bullough & Baughman, 1997; Cole & Knowles, 1993; Goddard & Foster, 2001; Lortie, 1975; Mahlios & Maxson, 1995; Olson & Osborne, 1991; Veeman, 1984). Kagan (1992) conducted a meta-analysis of teacher career stage studies and found that new teachers generally move from an unrealistic perception of teaching to having an increased awareness of what it entails. At first, new teachers focus on themselves as they rectify their erroneous images of what they thought teaching would be like. As these new teachers struggle to find their footing in the classroom, appropriate professional development includes typical induction activities such as providing “psychological support” (Gold, 1996) and mentoring to help novices as they learn how to manage a classroom and cope with the reality shock (Sikes, Measor & Woods, 1985). After a stabilization period, teachers feel more confident in the classroom. They are able to concentrate on students’ learning and have

developed teaching methods that suit them and seek stimulation and look for ways to innovate (Huberman, 1989). Some teachers have additional aspirations and want to specialize in particular content areas or take on leadership positions. Professional learning for mid-career teachers is just as important as it is for new teachers as mid-career learning efforts can determine whether teachers advance and make personal changes to do so, or plateau, or even burn out.

Maslow's (1954) hierarchy of needs, one popular theory of motivation, suggests that competence at lower levels of development sets the stage for working toward higher levels of growth and achievement. Table 4 (Hlavaty, 2001) correlates Maslow's hierarchy of needs to widely understood teacher career stages. According to this premise, novice teachers cannot be expected to fulfill their potential for intellectual achievement, aesthetic appreciation, or self-actualization until they have learned how to cope with the workload and handle classroom management (Zepeda, 2012).

Table 4: A Comparison of Maslow's Hierarchy of Needs and Teaching Career Stages

| Maslow's Stages               | Teaching Stages  |
|-------------------------------|--|
| Self-actualization            | Realizes that teaching is not just a job, teaching is a profession.                    |
| Aesthetic appreciation        | Enjoys teaching. Seeks additional knowledge and derives satisfaction from the seeking. |
| Intellectual achievement      | Learns things that are applicable. Shares with others.                                 |
| Self-esteem                   | Is recognized by coworkers for efforts. Feels appreciated by students and parents.     |
| Belonging and love needs      | Getting to know coworkers. Feels comfortable about asking questions.                   |
| Emotional and physical safety | Classroom routines established. Keeping up with the workload.                          |
| Basic survival                | Beginning career. Getting through each day.  |

Source: Hlavaty, K. (2001). *Differentiated supervision for veteran teachers*. Unpublished Comprehensive Exam. Athens, GA: University of Georgia as used by Zepeda, 2011, p. 59

However, not all researchers define career stages as a chronological, linear path (Bejian & Salomone, 1995; Griffiths & Tann, 1992; Lynn, 2002; Super, 1990). According to Smylie and Conyers (1991), rather than view each stage in a teacher's professional life as distinct and separate, we must adopt a more holistic picture of the development of a teacher from novice to advanced practitioner (Dilworth & Imig, 1995). Doing so, say the authors, takes us away from a deficit-based approach to professional development and moves us to competency-based approach in which teachers' knowledge, skills, and experiences are considered assets.

A stance such as this suggests that typical induction activities designed to help “ease” a new teacher in to the classroom (Gold, 1996) are insubstantial and fail to bridge the gap from student of teaching to teacher of students. Treating new teachers with kid gloves has the unintended consequence, say some (Yusko & Feiman-Nemser, 2008) of leaving them to sink. It is only on the job that the intellectual and emotional complexity of teaching becomes a reality and it is only in context that certain understandings and skills can be developed (Feiman-Nemser, 2003; Shulman, 1987). Too many teachers entering the field never develop into effective teachers because they quit before they have the opportunity to learn how to teach (National Center for Education Statistics, 2008). A support-only approach does not offer a complete rationale for serious learning; teachers in the beginning stages of their careers would be better served with robust professional development opportunities delivered in response to their very real, immediate pedagogical needs (Berry, Hopkins-Thompson & Hoke, 2002; Goldrick, Osta, Barlin, & Burn, 2012; Smith & Ingersoll, 2004; Yusko & Feiman-Nemser, 2008).

The research is replete; making professional development rigorous, relevant, and authentic for the K-12 educator must be the main goal of any professional learning model, and a critical outcome of effective professional learning is that teachers become more satisfied, gain self-confidence, and derive value from the learning they do (Zepeda, 2012, p. 58). Designed for children but applicable to any aged learner, Langer & Applebee (1986) offer a framework for constructing learning experiences that are authentic and relevant. Table 5 outlines Langer and Applebee’s construct which includes a description of how each trait relates specifically to the teacher as the learner.

Table 5: Construct for Making Learning Authentic for Adults

| Element                | Description  |
|------------------------|--|
| <b>Ownership</b>       | When teachers own their learning pursuits, they are more intrinsically motivated to face the thorny issues of teaching and self-learning.  |
| <b>Appropriateness</b> | The maxim <i>no two learners are the same</i> also applies to adult learners. The one-size-fits-all learning approach gives way to differentiated approaches, based on teachers' levels of experience (number of years in the school, experience with subject and grade level), career stages, and developmental levels (e.g., a first-year teacher at a new site who has nine years' experience elsewhere). |
| <b>Structure</b>       | Mechanisms are in place to support teacher choices about learning such as peer coaches and study group members.  |
| <b>Collaboration</b>   | Opportunities exist for teachers to talk about their learning and for learning to occur in the company of others. For adults, this means that the talk about learning goes beyond casual exchanges in the hallways or at the photocopier. Teachers need to be involved in "animated conversations about important intellectual issues" (Prawat, 1992, p. 13).  |
| <b>Internalization</b> | For teachers to extend their classroom practices, they need to practice and experiment with new methods, receive supportive feedback, and then refine practices gained through the insights that result.   |
| <b>Reflection</b>      | Reflection supports teachers to "learn by actively constructing knowledge, weighing new information against their previous understandings, thinking about working through discrepancies (on their own and with others), and coming to new understandings" (O'Neil, 1998, p. 51)  |
| <b>Motivation</b>      | Adults often seek new knowledge in response to a need. Cross (1992) indicates that adults are motivated by the need to   |

Source: Langer, J. A., & Applebee, A. N., (1986). Reading and writing instruction: Toward a theory of teaching and learning. *Review of research in education*, 13(1), 171-194. As used by Zepeda, 2012, pp. 60-61.

When professional development is authentically designed to give teachers the support they need and want, teachers are far more likely to see its application to their practice and benefit from the learning.

### The Standards for Professional Development

The standards movement that began in response to the 1983 National Commission on Excellence in Education's landmark report, *A Nation at Risk*, detailing a "rising tide of mediocrity" in educational performance lead to efforts by many teacher professional organizations to issue content area and professional development standards specific to the teaching of those subject areas. For example, in 1991, the National Council of Teachers of Mathematics, the largest organization of mathematics teacher in the world, issued the Standards for the Professional Development of Teachers of Mathematics (National Council of Teachers of Mathematics, 1991), and the National Science Education Standards were created by the National Research Council in 1996 and included standards for professional development for teachers of science (National Research Council, 1996). In 1995, the National Staff Development Council, the largest non-profit professional association (now called Learning Forward) developed standards for professional development to guide all educators regardless of the content they taught (National Staff Development Council, 2001b). The standards as presented on Learning Forward's website reflect two revisions since they were first drafted in 1995. The newest iteration of the standards (see Table 6) was most recently updated in 2011 and included the contributions of forty professional associations and educational organizations (Learning Forward, 2011). According to Learning Forward (2014), the standards "make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and

dispositions they need to help students perform at higher levels” (Standards for Professional Learning, para. 1). Furthermore, “The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue—professional learning” (para. 1).

Table 6: Standards for Professional Learning

| Standard                        | Description   |
|---------------------------------|---|
| <b>1. Learning Communities:</b> | Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.         |
| <b>2. Leadership:</b>           | Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.                |
| <b>3. Resources:</b>            | Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.   |
| <b>4. Data:</b>                 | Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. |
| <b>5. Learning Designs:</b>     | Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.                                  |
| <b>6. Implementation:</b>       | Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.              |
| <b>7. Outcomes:</b>             | Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.  |

Source: Learning Forward, (2011). *Standards for Professional Learning*. Oxford, OH: Author.

Implicit in the standards are four prerequisites for effective professional learning (Table 7). According to Learning Forward’s *The Standards for Professional Learning: Quick Reference*



*Guide* (n.d.), these prerequisites “reside where professional learning intersects with professional ethics” and are so fundamental that the standards do not identify or describe them (p. 3).

Table 7: Four Prerequisites for Effective Professional Learning

|   |
|---|
| <p>1. Educators’ commitment to students, <i>all</i> students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professional, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student’s performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.</p> |
| <p>2. Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.</p>  |
| <p>3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another’s experiences and perspectives, hold students’ best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.</p>  |
| <p>4. Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.</p>   |

Source: Learning Forward., (2011). Standards for professional learning: Quick reference guide. *Learning Forward*. Retrieved from <http://learningforward.org/docs/pdf/standardsreferenceguide.pdf?sfvrsn=0>

The *Standards for Professional Learning* calls for a new understanding of educator learning. For decades, teachers were forced to comply with woefully inadequate, fragmented, intellectually superficial staff development that did not take into account what we know about how teachers learn (Borko, 2004). When the Standards for Professional Learning are fully implemented, professional learning is not something that is *done to* teachers, it is something teacher teachers *do*. They are needed because in the end, the quality of education students receive depends on the quality of professional learning available to teachers (Randi & Zeichner, 2004). This new conception of professional learning results in “increased morale, ownership, understanding about the direction and processes of change, shared responsibility for student learning, and a sense of professionalism, all of which help to sustain improvement efforts” (Mid-continent Research for Education and Learning, 2003, p. 1) and is the linchpin to improving teacher quality.

These days, many organizations are aware of the major shifts in teacher professional development and recognize the categorical imperative to upgrade professional learning opportunities available to teachers. For instance, the National Association of Elementary School Principals reported, “We’ve learned that it is meaningless to set high expectations for student performance unless we also set high expectations for the performance of adults. We know that if we are going to improve learning, we must also improve teaching” (National Association of Elementary School Principals, 2001, p. 2). This insight is shared by the Annenberg Institute for School Reform. As reported in its publication, *Professional Learning Communities: Strategies That Improve Instruction*, “Effective professional development to improve classroom teaching also concentrates on high learning standards and on evidence of students’ learning. It mirrors the

kinds of teaching and learning expected in classrooms. It is driven fundamentally by the needs and interests of participants themselves, enabling adult learners to expand on content knowledge and practice that is directly connected with the work of their students in the classroom” (n.d., p. 1).

### Contemporary National and International Outlook

Learning Forward and the Stanford Center for Opportunity Policy in Education conducted a multi-year, multi-phase investigation tracking states' progress on teacher professional development (Learning Forward, Status of the Profession, 2014). This project, *Transforming Schooling and Teaching: Teacher Professional Development Series*, took place in three parts. In Phase I of the study, Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009) conducted a thorough review of the research literature and used nationally representative data from the National Center for Education Statistics' 2003-04 Schools and Staffing Survey and the National Staff Development Council's (now called Learning Forward) Standards Assessment Inventory (SAI) to examine the status of opportunities and supports for professional development available to teachers across the United States and compared those findings to research from abroad. In Phase II of the study, Wei, Darling-Hammond, & Adamson (2010) provided an update on the status of teacher development in the U.S. when the National Center for Education Statistics published the 2008 SASS results. The information gathered in this administration of the SASS was compared to data collected in previous administrations of the survey (from 2000 and 2004) and provided evidence for trends in professional development participation that were used to evaluate the progress of professional development policies and

practices in the U.S.. The findings of both phases of research revealed good and bad news in the nation's progress regarding high-quality professional learning opportunities for teachers.

### International Findings

Darling-Hammond et al. (2009) found that while the United States has made modest progress towards supporting a new paradigm of teacher professional learning, one that builds teacher capacity and brings about transformations in teaching practices and results in improved student outcomes, it lags far behind other high performing Organization for Economic Cooperation and Development (OECD) nations in providing the kinds of powerful professional learning opportunities that are more likely to build their capacity and have significant impacts on student learning. High performance is distinguished by international measures of scholastic performance using such tests as the PISA, Program for International Student Assessment, and the TIMSS, Third International Math and Science Study (Table 8). The researchers found a number of common features that characterize professional development practices in these countries including: time for professional learning and collaboration that is built in to contracted teacher work hours; school governance structures that support the involvement of teachers in decisions regarding curriculum and instructional practice; and teacher induction programs for new teachers with release time for new teachers and mentor teachers, and formal training for mentors.

Table 8: PISA (Program in International Student Assessment) Scores and Rankings by Country, 2006

| <b>Country</b> | <b>Mean Score<br/>Science</b> | <b>Country Rank<br/>in Science</b> | <b>Mean Score<br/>Math</b> | <b>Country Rank<br/>in Math</b> |
|----------------|-------------------------------|------------------------------------|----------------------------|---------------------------------|
| Finland        | 563                           | 1                                  | 548                        | 1                               |
| Canada         | 534                           | 2                                  | 527                        | 5                               |
| Japan          | 531                           | 3                                  | 523                        | 6                               |
| New Zealand    | 530                           | 4                                  | 522                        | 7                               |
| Australia      | 527                           | 5                                  | 520                        | 9                               |
| Netherlands    | 525                           | 6                                  | 531                        | 3                               |
| Korea          | 522                           | 7                                  | 547                        | 2                               |
| Germany        | 516                           | 8                                  | 504                        | 14                              |
| United Kingdom | 515                           | 9                                  | 495                        | 18                              |
| Czech Republic | 513                           | 10                                 | 510                        | 11                              |
| Switzerland    | 512                           | 11                                 | 530                        | 4                               |
| Austria        | 511                           | 12                                 | 505                        | 13                              |
| Belgium        | 510                           | 13                                 | 520                        | 8                               |
| Ireland        | 508                           | 14                                 | 501                        | 16                              |
| Hungary        | 504                           | 15                                 | 491                        | 21                              |
| Sweden         | 503                           | 16                                 | 502                        | 15                              |
| OECD Average   | 500                           | NA                                 | 498                        | NA                              |
| Poland         | 498                           | 17                                 | 495                        | 19                              |
| Denmark        | 496                           | 18                                 | 513                        | 10                              |

| <b>Country</b>  | <b>Mean Score<br/>Science</b> | <b>Country Rank<br/>in Science</b> | <b>Mean Score<br/>Math</b> | <b>Country Rank<br/>in Math</b> |
|-----------------|-------------------------------|------------------------------------|----------------------------|---------------------------------|
| France          | 495                           | 19                                 | 496                        | 17                              |
| Iceland         | 491                           | 20                                 | 506                        | 12                              |
| United States   | 489                           | 21                                 | 474                        | 25                              |
| Slovak Republic | 488                           | 22                                 | 492                        | 20                              |
| Spain           | 488                           | 23                                 | 480                        | 24                              |
| Norway          | 487                           | 24                                 | 490                        | 22                              |
| Luxembourg      | 486                           | 25                                 | 490                        | 23                              |
| Italy           | 475                           | 26                                 | 462                        | 27                              |
| Portugal        | 474                           | 27                                 | 466                        | 26                              |
| Greece          | 473                           | 28                                 | 459                        | 28                              |
| Turkey          | 424                           | 29                                 | 424                        | 29                              |
| Mexico          | 410                           | 30                                 | 406                        | 30                              |

Source: Organization for Economic Cooperation and Development (2007), Programme for International Student Assessment 2006: Science Competencies for Tomorrow's World. Paris: OECD. As cited by Darling-Hammond et al. (2009).

While the United States made some advances in providing support and mentoring for new teachers and strengthened content knowledge, the type of support and on-the-job training most teachers generally receive is not sufficient nor as robust or as effective in comparison to professional development provided to teachers in other high achieving nations—time and collaboration are two of the key structural supports for teachers engaging in professional learning. Less than half of a teacher's working time is spent on instruction in most European and

Asian countries (National Commission on Teaching and America's Future, 1996; Timperley, Wilson, Barrar & Fung, 2008). Teachers in these countries spend an equal amount of time, if not more, on non-instructional tasks that support the instructional process such as preparing lessons, evaluating students' work, conferencing with students and parents, and collaborating with colleagues. In stark contrast, teachers in the United States typically have three to five paid hours per week for lesson planning, an activity usually scheduled independently rather than in collaboration with colleagues (National Commission on Teaching and America's Future, 1996). American teachers also spend a higher proportion of their work week in direct contact with students (1080 hours per year) than any other member of the OECD where teachers generally average 803 hours per year for primary school and 664 hours per year for secondary schools (Timperley, Wilson, Barrar & Fung, 2008).

## National Findings

### Participation and Intensity

The study found that while the United States made some advances in providing support and mentoring for new teachers and strengthened content knowledge, the type of support and on-the-job training most teachers generally receive is not sufficient nor as robust or as effective in comparison to professional development provided to teachers in other high achieving nations. Most teachers in the United States do not have access to professional development that uniformly meets all the criteria for quality including content focus, active learning, collective participation, coherence, and sufficient time (Blank, de las Alas & Smith, 2007). While teachers typically need substantial professional development in a given area (close to 50 hours) (Yoon, Duncan, Lee,

Scarloss & Shapley, 2007) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter (Wei, Darling-Hammond & Adamson, 2010). On the 2003-04 national Schools and Staffing Survey, a majority of teachers (57 percent) said they had received no more than 16 hours (two days or less) of professional development during the previous 12 months on the content of the subject(s) they taught. This was the most frequent area in which teachers identified having had professional development opportunities. Less than one-quarter of teachers (23 percent) reported that they had received at least 33 hours (more than 4 days) of professional development on the content of the subject they taught (Darling-Hammond et al., 2009). In 2008, the intensity of professional development related to the content teachers taught remained stable, but in other areas such as reading instruction and classroom management, the number of hours of intensive learning opportunities declined (Wei, Darling-Hammond & Adamson, 2010).

#### Opportunities for Teacher Collaboration

U.S. teachers consistently reported little professional collaboration in designing curriculum and sharing practices, and the collaboration that occurred tended to be weak and not focused on strengthening teaching and learning (Darling-Hammond et al., 2009). Although two-thirds of teachers reported structured opportunities for collaboration in their schools, they reported an average of only 2.7 hours a week of time spent in collaboration. Additionally, American teachers spent much more time teaching students and had significantly less time to plan and learn together and to develop high quality curriculum and instruction than teachers in other nations. U.S. teachers spend about 80 percent of their total working time engaged in classroom instruction, compared to about 60 percent for these other nations' teachers (EOCD,



2007). Only 16 percent of teachers surveyed agreed that there is a climate of cooperative effort among staff members in their schools (Wei, Darling-Hammond & Adamson, 2010). In Florida, only 3.2 percent of teachers strongly agreed and 13.5 percent of teachers somewhat agreed with the statement, “There is a great deal of cooperative effort among staff members” (National Center for Education Statistics, 2008).

### Ratings of Usefulness of Professional Development

In 2004, American teachers said that much of the professional development available to them was not useful. Teachers gave relatively high marks to content-related learning opportunities, with 6 of 10 teachers saying this training was useful or very useful. But fewer than half found the professional development they received in other areas to be of much value (Darling-Hammond et al., 2009). In 2008, the number of teachers who rated the professional development they experienced as “useful” or “very useful” increased to approximately two-thirds. Teachers with more intensive professional development experiences rated the usefulness of those experiences significantly higher (Wei, Darling-Hammond & Adamson, 2010).

### Highest Priorities for Further Professional Development

The top three topics for further professional development remained almost the same from 2004 to 2008, with teachers prioritizing the content of the subject taught (23.7 percent in 2008) and student discipline and management (19.9 percent in 2008). Teaching students with special needs and use of technology in instruction were both ranked as top priorities by 13.7 percent of teachers. Teachers’ needs and preferences varied across school levels and contexts. For example, teachers working in urban or high minority, limited English proficiency, or low socio-economic

status schools were more likely than other teachers to rate discipline and classroom management as a top priority for future professional development (Wei, Darling-Hammond & Adamson, 2010).

### Cost of Professional Development

U.S. teachers, unlike many of their colleagues around the world, bear much of the cost of their professional development. While most teachers were given some time off during the work day to pursue professional learning opportunities, fewer than half received reimbursement for travel, workshop fees, or college expenses. Other nations that outperform the United States on international assessments invest heavily in professional learning and build time for ongoing, sustained teacher development and collaboration into teachers' work hours (Darling-Hammond et al., 2009).

### Induction Support for Beginning Teachers

There has been steady progress in the provision of induction supports for beginning teachers, but access to induction supports remains inequitable, with a significantly lower percentage of teachers in high-poverty, high-minority schools reporting a range of induction supports (Wei, Darling-Hammond & Adamson, 2010).

### Variation in Professional Learning Opportunities Across States

On most topics, teachers' participation in professional development varies widely across states. A few states stand out for offering teachers significantly more intensive professional learning opportunities. While there are generally high participation rates in induction programs

across most states, rates of participation also vary widely (Wei, Darling-Hammond & Adamson, 2010).

In sum, Darling-Hammond et al. (2009) affirmed the long-held notion that professional development that is short, episodic, and disconnected from practice has virtually no impact, and that well-designed professional development can improve both teacher practice and student learning. Features of professional development more likely to lead to these improvements included:

- Focused on specific curriculum content and pedagogies needed to teach that content effectively
- Offered as a coherent part of a whole school reform effort, with assessments, standards, and professional development seamlessly linked
- Designed to engage teachers in active learning that allows them to make sense of what they learn in meaningful ways
- Presented in an intensive, sustained, and continuous manner over time
- Linked to analysis of teaching and student learning, including the formative use of assessment data
- Supported by coaching, modeling, observation, and feedback
- Connected to teachers' collaborative work in school-based professional learning communities and learning teams

#### Professional Development in Florida

According to the Florida Department of Education's Bureau of Educator Recruitment, Development and Retention publication, *Professional Development System Evaluation Protocol*

(2010), “All Florida districts and schools should be learning organizations in which all employees engage in continuous improvement to reach their potential and improve student learning” (p. 2). This vision is set forth in a series of inner-related state statutes and State Board of Education rules which, combined, address the importance of professional growth for Florida teachers. In Florida, every school district is required by law to provide a high quality professional learning system for its employees, and district systems are implemented to adhere to the state’s *Professional Development System Evaluation Protocol* (Florida Department of Education, 2010) that establishes standards for exemplary practice in professional learning for all employee groups and is aligned with Learning Forward’s definition for professional learning. Annually, each district approves a master in-service program that is aligned with needs assessments and the Department of Education conducts site reviews (currently on a 4-year cycle) of each district's professional learning system to guide its alignment with the protocol standards. The protocol’s underlying tenets include the following concepts and approaches:

- Professional development, the process of continuous development for educators and other education personnel, has as its core purpose improving student achievement. The entire Protocol System reflects this emphasis throughout the standards, rationales, and elaborations.
- Pervasive throughout the document are references to learning communities. Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement. Learning communities can be effective methods for infusing scientific and evidence based research programs into classrooms. According

to information from the National Staff Development Council (NSDC), “the most powerful forms of professional learning occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These learning communities operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning”(NSDC Standards – Learning Communities). This method for encouraging and developing expertise in our professional educators is encouraged throughout the state. Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities.

- Emphasis on the collective responsibility for professional learning among all members of the school community, and this emphasis is in line with language in 1012.98 F.S. Examples are the use of the term professional learning instead of professional development, and the term “facilitator” instead of terms such as trainer, designer, provider, or program managers; and the term “educator” instead of teacher.
- All professional learning in the state should be based on documented scientific research or on a firm evidence base. Many references are made in the document to scientific and/or evidence-based instruction. Professional learning for educators should have documented evidence of the ease of use of the intended skills in the classroom and of the positive impact on increasing student achievement. Documentation preferably is available in published, referred journals or publications or written evidence of the rigorous methods (randomized or comparison group designs) used to determine the effectiveness

of the professional learning effort. Districts and schools may rely on national, state, university or consortia organizations to provide the research/evidence. Districts may also use their own systems of piloting promising efforts to document the evidence that the new strategies and techniques increase student achievement within their schools and with their populations.

The protocol standards have recently been updated to reflect current law and changes in the field of professional learning. The educator standards are:

### 1.1. Planning

#### 1.1.1. Individual Needs Assessment:

The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

#### 1.1.2. Administrator Review:

The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

#### 1.1.3. Individual Professional Development Plan:

The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify

measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

## 1.2. Learning

### 1.2.1. Learning Communities:

The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

### 1.2.2. Content Focused:

Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

### 1.2.3. Learning Strategies:

Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

### 1.2.4. Sustained Professional Learning:

Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

### 1.2.5. Use of Technology:

Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

#### 1.2.6. Time Resources:

Sufficient time within the work day is available and used for professional development.

#### 1.2.7. Coordinated Records:

Educators have easy access to up-to-date records of their professional learning.

### 1.3. Implementing

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

### 1.4. Evaluating

1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.

1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

1.4.4. Evaluation Methods:



The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

#### 1.4.5. Use of Results:

The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

### Models for Professional Development

Formal research on professional development began to appear about 30 years ago, (Borko, 2004; Joyce & Calhoun, 2010), but research on *models* of professional development (studies on models to generate definitive and comprehensive answers regarding their effects and how to reshape them for greater effect) is even more recent. The paucity of research on models for professional development is especially problematic because, as Sawchuk (2010) explains, very few studies of professional development employ scientifically rigorous methodologies. "The research literature on the training... is largely qualitative or descriptive, and therefore not capable of answering nuanced cause-and-effect questions" (para. 3). For example, Yoon et al. (2007) examined more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement and found that only nine of those studies meet What Works Clearinghouse evidence standards. Also contributing to the lack of research is the fact that researchers of professional development have very few outlets for their

work; in 2009, Cornett and Knight wrote, "...at the time of this writing, there is no Journal of Research for Professional Learning..." (p. 192).

Determining the strengths and weaknesses of different models for professional development is challenging for many reasons. First, a number of models for professional development are designed to help teachers learn by themselves, in small groups, or in entire faculties, and each of these models might have different objectives as they aim to help teachers grow in distinct areas of educator behavior. Even models with similar goals will include a vast array of activities that are difficult to compare side by side. Also, quality of implementation is a factor that researchers need to consider when evaluating the effectiveness of any particular model or approach. Further complicating the matter is the fact that models for professional development are enacted in complex organizations, and issues such as organizational climate can greatly impact the effectiveness of any model for professional development (Joyce & Calhoun, 2010).

As patchy as the evidence is, the emerging research literature is beginning to shed light on best model options; there is enough data to allow us to be optimistic that teachers can learn from a variety of models, and professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Darling-Hammond & McLaughlin, 1995; Elmore & Burney, 1997; Joyce & Calhoun, 2010; Little, 1993; National Commission on Teaching and America's Future, 1996; Yoon et al., 2007). Thus, the critical question regarding professional development, say Joyce and Calhoun (2010) is "What is good for what?" because the likely outcome from the selection of models to choose from will vary significantly. Rather than focus on "What works best?" it is better to ask, "What model is

most likely to help us achieve our professional development goals?” In order to answer this question, a brief overview of current and common practice used in teacher professional development is offered in Table 9 followed by a description of the most prevalent models for professional development in Table 10.

Educational organizations generate learning opportunities for their faculty members in a variety of ways. These approaches are different but their processes and purposes overlap, and what begins in one area can inspire activity in another.

Table 9: Varieties of Current and Common Practice in Staff Development: A List in Random Order

| <b>Practice</b>                                      | <b>Description</b>  |
|--|---|
| <b>Individual Inquiry</b>                            | Individuals are supported with time and money in their personal study efforts. In some cases, modest resources are made available to all teachers.  |
| <b>Personal/Professional Services by Peers</b>       | Teachers disseminate instructional improvement, usually to novices but to other experienced teachers as well. Mentoring programs directed at new teachers is a prominent example. In recent years, there has been a marked increase of service both for broad areas of teaching and for specific curriculum areas. These are usually called “coaching” programs, as in the much-promoted practice of connecting literacy coaches to schools. In Florida, where heavy monetary investment in the literacy coach approach is the center piece of school-based reform, approximately 2,400 full-time literacy coaches worked in K-12 public schools in 2008 (Florida Department of Education, Just Read, Florida! 2008)  |
| <b>Personal/Professional Services by Supervisors</b> | For many years, school districts emphasized structured instructional improvement through supervision, where ideas about instruction are disseminated by supervisors, including principals (seen as instructional leaders). Over the past 50 years, districts have invested more resources in supervision than any other form of staff development. Supervision began when the typical school reached the size where it had a full-time principal. In addition to adding principals, districts added full-time supervisory personnel to their central offices, as well as coordinators in the core curriculum areas. Some mentoring and coaching programs utilize procedures (as in the “pre-conference-observation-post-conference” pattern) adopted directly from supervision (see, especially, the work of Madeline Hunter, 1980, which dominated staff development for 20 years, and Goldhammer, Anderson, & Krajewski, 1980, on clinical supervision). Today, collegial interchange is emphasized, and there is greater equality in relationships, at least on the surface. |
| <b>Action Research</b>                               | This is disciplined inquiry by faculties who study curriculum, instruction, and the social climate of their schools and make decisions about school improvement initiatives. An inquiry paradigm is followed, leading staffs to study student learning, local community conditions, and the literature in one or more of the core curriculum areas. Action research can result from open-ended learning community activity or begin with the formal introduction of the inquiry paradigm. Action research itself has been a long line of inquiry, including pioneers like Lewin (1946) and Corey (1949) to the present scholars of the process like Calhoun (1994), McKernan (2013), and Stringer (2013).   |

| Practice  | Description   |
|---|---|
| <b>Open-Ended Local Learning Community Activity</b>                     | School-based teams come together to assess their situation and make decisions about needed improvements. In some districts, all teachers are members of learning community teams. In others, the practice is voluntary. In some, the whole staff is organized as a single learning community (Schmoker, 2004).  |
| <b>Curriculum and Instructional Initiatives</b>                         | These are usually focused on one or another of the core curriculum areas. Again, there are many current examples in the literacy area, as fresh curriculums and models of teaching are developed and disseminated. Initiatives of this sort are complex and require considerable effort throughout the organization (Joyce & Showers, 2002; Joyce, Weil & Calhoun, 2009).                                 |
| <b>Workshops on Generic Instructional Techniques</b>                    | Examples are types of questioning, classroom management devices, simple cooperative strategies, and the like (Marzano, 2003). These make up a fairly large portion of the menus of workshops offered on “staff in-service days.” They are directly relevant to practice but are less powerful than either full-blown models of teaching or curriculums in the core subject areas (Joyce & Calhoun, 2010). |
| <b>Sets of Workshops Scheduled During Paid “Staff Development Days”</b> | Sets of Workshops Scheduled During Paid “Staff Development Days”<br>The core purpose here is to bring people together for study. Essentially, arrangements are made for menus of workshops on various topics presented on a small number of days each year when teachers and principals are paid to participate. Currently, these are heavily criticized by national organizations.                       |
| <b>Distance Learning</b>  | This kind of learning is on the rise with online courses and a host of workshops mediated by e-books, DVDs, and live-streaming. Distance learning and technologies have spawned a variety of innovative forms of professional development and has ignited a wide-reaching revolution in the field.  |

Source: Joyce and Calhoun. (2010). Models of Professional Development: A Celebration of Educators. (pp. 10-12).

All of the approaches above can be implemented within several different families of models for professional development. A model, according to the online Merriam-Webster dictionary (Merriam-Webster's online dictionary, n.d.), is a particular type or version of a product, such as a car, and all product models take on aspects of the ideal. For example, one can drive a cheaply made car such as a Yugo on the Autobahn. Like the ideal model for this road, say a Lamborghini, a Yugo has an engine, four wheels, and windows, but most would enjoy the trip more if they were behind the wheel of a luxury car. The Lamborghini, as we can imagine, would be a good way to experience this ride, though not the only way. So it is true with models for professional development. A model is simply a prototype, a pattern that, in education, can be used to create and encourage a productive environment where specific kinds of learning are maximized (Joyce & Calhoun, 2010). Table 10 (adapted from Joyce & Calhoun, 2010, pages 12-13) describes five general families of models, or prototypes, used to deliver professional development within school organizations. In each grouping, inquiry and self-development are crucial to high-quality programs. Also, Joyce & Calhoun (2010) note that emerging technologies can deliver many kinds of content and distance education can activate and support learning processes as well (p. 13).

Table 10: Common Models of Professional Development

|  | <b>Underlying Assumptions</b>  | <b>Research</b>  |
|--|--|--|
| Individually Guided  | Individuals can best judge their own learning needs and are capable of self direction and self-initiated learning. Adults learn most efficiently when they initiate and plan their learning activities rather than spending their time in activities that are less relevant than those they would design. Individuals will be most motivated when they select their own learning goals based on their personal assessment of their needs (Sparks, 1989).   | Lawrence, 1974; Rogers, 1969; Kidd, 1973; Knowles, 1973; Levine, 1989; Hall & Loucks, 1978;  |
| Personal/Professional Direct Service<br>(Mentoring & Coaching)               | Reflection and analysis are central means of professional growth. Observation and evaluation of instruction provide the teacher with data that can be reflected upon and analyzed for the purpose of improving student learning. The observer also benefits by watching a colleague, preparing feedback, and discussing the common experience (Sparks, 1989). Joyce and Calhoun (2010) add that this type of staff development has evolved from supervision, but some forms of coaching are new on the scene and are markedly different from the supervisory mode. Types of models include mentors for new teachers; generic instructional coaching; and literacy and other content area coaching. | Cornett & Knight, 2009; Loucks-Horsley, 1987; McGreal, 1982; Glickman, 1986; Joyce & Showers, 1982; Sparks, 1986; Murray, Ma & Mazur, 2009; Jackson & Bruegmann, 2009; Biancarosa, Bryk & Dexter, 2010; Carlisle & Berebitsky, 2011; Kruse & Zimmerman, 2012 |
| Social Construction of Knowledge and Action<br>(Collaborative & Cooperative) | Bringing faculty members together to reflect on the education they are providing allows them to learn from each other's "personal practical knowledge" (Connelly & Clandinin, 1988).   | Saunders, Goldenburg & Gallimore, 2009; Gallimore, Ermeling, Saunders & Goldenburg, 2009   |

|  | <b>Underlying Assumptions</b>  | <b>Research</b>  |
|--|--|--|
| Curricular/Instructional Initiatives<br>(Involvement in an Improvement Effort) | Adults learn most effectively when they have a need to know or a problem to solve. People working closest to the job best understand what is required to improve their performance. Teachers acquire important knowledge or skills through their involvement in school improvement or curriculum development process (Sparks, 1989).   | Knowles, 1980; Joyce & Showers, 1995; Glickman, 1986; Glathorn, 1987; Loucks-Horsley & Hergert, 1985; Blank, de las Alas & Smith, 2007; Garet et al., 2001 |
| Training Workshops   | There are behaviors and techniques that are worthy of replication by teachers in the classroom and teachers can change their behaviors and learn to replicate behaviors in their classrooms that were not previously part of their repertoire (Sparks, 1989). Often criticized, trainings and workshops can be effective when properly executed, so they should not be entirely dismissed (Joyce & Calhoun, 2010). | Joyce & Showers, 1983; Sparks, 1983; Birman, Desimone, Porter & Garet, 2000; Garet et al., 2001; Guskey & Yoon, 2009                                       |

As organizational leaders consider the various teacher learner activities that might best improve any number of professional practices, and also contemplate what model or blend of models of professional development might best serve the collective needs of their faculties, they can easily become overwhelmed by the sea of options and choices as they trying to develop a coherent program. Joyce & Calhoun (2010) write, “The most daunting thing about educational improvement is that the doggoned enterprise is so huge” (p. 129), but “the good news is that the combination of experiential knowledge and formal study provide, between them, a decent base to



work from” (p. 128). Central to designing a model of professional development is the idea that there is no right or wrong answer; there are numerous legitimate approaches that overlap and can, in combination, have a very good impact. Also, teachers have the capacity to benefit from any of the models described above which does not mean that choosing a model is not consequential. Different models of professional development, like different models of cars, are meant to perform in distinct ways. Furthermore, no two teachers are identical in combination of personality, state of growth, conceptual development, or career stage. A single model of professional development, therefore, is not going to accomplish all goals for all people. However, if we are going to do justice to complexity, one has to start somewhere. As quoted by Joyce & Calhoun (2010), “The scientist has no other method than doing his damndest” (p. 132).

#### Framing the Problem of Practice

When trying to make sense of complex problems of practice within organizations, it is helpful to use a cognitive lens, or a mental model, to help understand and negotiate a particular territory. Bolman & Deal (2008) offer a “navigation system” to help register and assemble key bits of information into a coherent pattern. They call this mental model “framing.” Framing involves looking through four major lenses—structural, human resources, political, and symbolic—in order to develop a diagnosis of what we are up against and how to move forward. Two of these lenses—human resources and symbolic—seem especially relevant to the problem of practice presented in this dissertation in practice.

## The Human Resource Frame

Since the staffing of teachers operates within human resources departments, it makes sense that most human resource issues, such as teacher training and development, would be considered human resource problems. Human resource departments provide teachers within school organizations the tools they need to develop professionally and build their capacity to perform the tasks associated with their positions within the organization. The human resource frame underscores the fact that individuals have needs, feelings, fears, gaps in knowledge, strengths, and development opportunities. Bolman & Deal (2008) tell us that “organizations need people for their energy, effort, and talent and people need organizations for the many intrinsic and extrinsic rewards they offer, but their respective needs are not always well aligned” (p. 137). So it is with school organizations and teachers.

According to the research literature, the quality of teacher education is falling flat in the United States (Darling-Hammond, 2010; Gilpin & Kaganovich, 2012; Hanushek & Rivkin, 2006; Hoxby & Leigh, 2004; Lakdawalla, 2001; Southeast Center for Teacher Quality, 2004; Tracy & Walsh, 2004). A report recently released by U.S. News and World Report and the National Council on Teacher Quality announced that most U.S. colleges of education are “an industry of mediocrity,” producing new teachers with inadequate classroom management skills and not enough content knowledge to thrive in classrooms (Greenberg, McKee & Walsh, 2013). In Florida, 33 teacher preparation programs were included in the National Council’s 2013 report which found only 67 percent showed evidence of sufficient data to earn an overall satisfactory rating (Greenberg, McKee & Walsh, 2013). These 33 programs collectively supplied 91 percent of Florida’s traditionally trained teachers indicating many educators who are currently teaching

in the state did not receive adequate training to succeed in the classroom. As a consequence, school organizations have to fill the gaps in knowledge and skills these teachers expose after they have been hired to teach.

When the match or fit between individuals and organizations is not aligned, one or both suffer. Individuals, according to Bolman & Deal (2008) “may feel neglected or oppressed, and organizations sputter because individuals withdraw their efforts or even work against organizational purposes” (p. 137). These unpleasant but actual truths highlight the need for professional development to be as thoughtfully and carefully planned as possible in order to surmount the many obstacles and push through the interference that will be placed in the way. Until colleges of education “get it right,” it is incumbent upon all those who train and develop educators after they have been hired to ensure these teachers have the knowledge, skills, and dispositions they need in order to not just survive, but to thrive in the classroom. This is not to suggest teachers will ever graduate from teacher preparation programs as finished products. Continuing education has always been a feature of professional work, and for the past forty years it has been the primary responsibility of school districts’ human resource departments; nonetheless, professional development must be based on the evidence of research and conscientious efforts to provide the best learning opportunities on which so much relies.

### The Symbolic Frame

The symbolic frame focuses on meaning and faith and is particularly relevant when examining issues surrounding the implementation of professional development. Although the research on best professional development practices is fairly new on the scene, it is not so new that those responsible for the continuing education of teachers do not know what *should* be done.

However, Bolman & Deal (2008) tell us that events and processes that take place within organization are often more important for what is expressed than for what is *actually* done. Such is the case, too often, with professional development.

In defense of school districts and schools that have limited resources, effective professional development does not transpire without significant investment in time and dollars. In its Standards for Staff Development, Learning Forward encourages school districts to dedicate at least 10% of their budgets to staff development and that at least 25% of an educator's work time to be devoted to learning and collaboration with colleagues (National Staff Development Council, 2001a). Also, Learning Forward recommends that 8 percent of schools' budgets be invested in professional learning and capacity building opportunities for their faculties, but research by Miles et al., (2004) finds school districts, on average, only spend one to three percent. Sadly, review of the data also shows that what little money is being spent on teacher learning in the U.S. appears to be increasingly focused on the least effective models of professional development—short term workshops that are unlikely to influence teaching practice (Wei, Darling-Hammond & Adamson, 2010, p. 1). Considering the relationship between knowledgeable teachers and student achievement (Aaronson, Barrow & Sanders, 2007; American Federation of Teachers, 1999; Ferguson, 1998; Goldhaber, Brewer & Anderson, 1999; Rivkin, Hanushek & Kain, 2005; Rockoff, 2004; Sanders & Rivers, 1996), investment in empty professional development is nothing more than lip service.

A study examining trends in U.S. teachers' opportunities for professional learning based on data from three federal Schools and Staffing Surveys (2000, 2004, 2008) conducted by Wei, Darling-Hammond, & Adamson (2010) revealed that "most teachers continue to have limited

opportunities for sustained, ongoing forms of professional development,” and in 2008, “fewer teachers had access to intensive professional learning opportunities on most topics than was true several years earlier” (p. iv). A report conducted by the Florida State House of Representatives’ School and Learning Council’s Committee on K-12 Education (2008) found that although most districts showed great improvement under the state’s new Protocol System, school districts set aside insufficient time for job-embedded training during a teacher’s work schedule. Furthermore, from 2000 to 2004, the Legislature (comprised of senators and representatives who campaign on platforms in support of quality public education) earmarked an annual line-item appropriation of \$36 million for teacher training. In 2005, this appropriation was reduced to \$18 million, and in 2006, the line-item appropriation was eliminated altogether. Although base student allocation was increased during the same time, many staff development directors interviewed for this report expressed concerns about the elimination of funding specifically earmarked for teacher professional development. Most directors reported that their school boards had maintained their level of funding for teacher training but some experienced budget reductions. As a whole, they expressed apprehension about the need to compete for funding within the school district against other budgetary priorities.

According to Wei, Darling-Hammond, & Adamson (2010), state and federal policies should place a priority on more sustained, intensive, and school-based professional development designs shown as effective by research. Additionally, states should recognize problems with traditionally difficult to staff schools where disparities in access to professional learning hit the most economically strapped communities and pay more than lip service to getting serious about bringing the new teachers who work in these schools up to speed by providing additional funding

and guidance. Finally, rather than lament the lack of research in teacher professional development, the field needs to focus on disciplined methods and rigorous research designs that allow for causal inferences in order to improve the credibility of research and the likelihood that the professional learning teachers receive is based on the results of such research.

### The Work Ahead

The organizational leaders at Areté Charter School have questioned whether or not the status quo of professional development as it is currently conceived adequately meets the needs of the organization and its faculty members and have decided that a delivery effort might be needed to better align professional learning to its unique vision and mission. The purpose of this dissertation in practice is to help organizational leaders deliver more powerful and effective professional development activities by first establishing a clear/unambiguous model for professional learning, a model based on the current research literature and aligned to the school's unique vision, mission, and instructional model.

### Scope

According to Barber (2011), every strong program delivery effort has a number of prerequisites that must be considered before a plan can be implemented. The steps are as follows (pp. xvii-xx):

1. Develop a foundation for delivery
2. Understand the delivery challenge
3. Plan for delivery
4. Drive delivery

## 5. Create an irreversible delivery culture

The scope of this project does not encompass all five steps listed above. The boundaries of this dissertation in practice are limited to steps one and two: helping the organization clarify its aspiration; mapping the landscape of current professional learning activities; analyzing data for strong and weak areas of performance; and defining a model for professional learning based on a coherent ‘theory of action’. Although recommendations for setting targets based on this researcher’s understanding of the school’s vision and mission will be made, the actual task of defining specific professional learning objectives (the Target) and the work of driving the delivery of the plan will be left to the organization. Also, the organizational leaders at Areté are responsible for the most important job of building and nurturing the relationships, skills, and mindsets that will be instrumental to enhancing a culture that embraces growth and change.

Table 11, a logic model for implementing the new model for teacher professional development at Areté Charter School lists the resources and activities necessary to achieve the model’s intended results.

### The Plan

1. Gain an understanding of the organization (structure, human resources, culture, politics, history and growth plan for the future)
2. Gain an understanding of the organization’s instructional model
3. Conduct a thorough review of the literature to understand the history and current conceptualization of professional development
4. Seek IRB approval to conduct research
5. Conduct a survey to understand instructional personnel’s perception of strengths and weaknesses of the current professional development model

6. Define a professional development model that addresses the needs of the both the organization and the instructional faculty
7. Develop a Logic Model to outline the work that Areté needs to do if they decide to implement the propose new model for teacher professional development
8. Develop recommendations to assist organizational leaders to successfully employ the model.
9. Present the model for teacher professional development to organizational leaders at Areté for initial review

### The Survey

According to Learning Forward Center for Results, ensuring that professional learning systems offer all teachers the support they need to improve their practices and increase student achievement requires a sophisticated instrument (2014). Revised in 2012 to align with the 2011 Standards for Professional Learning, Learning Forward’s Standards Assessment Inventory 2 (SAI2) is a valid and reliable instrument designed to ensure that a school system’s professional learning has the essential attributes to enhance educator practice and student results. A technical report written by Denmark and Weaver (2012) for Learning Forward provides strong preliminary support of the construct and validity of the redesigned SAI2 and can be accessed in full online.

Administering the SAI2 to understand the quality of a system’s professional learning is just the first step. Through data interpretation and action planning, data from the SAI2 will be leveraged to guide the construction of the professional development model presented here. Also, if desired by Areté’s organizational leaders, a second administration of the SAI2 can be scheduled next year in order to analyze growth or decline in survey results compared to the first administration. Last, in addition to the recommendations and resources that will be offered in this manuscript, Learning Forward Center for Results provides organizations with resource guides



each tailored to specific standards for professional learning to guide the planning, facilitation, implementation, and evaluation of professional learning to maximize its impact and investment that will be made available.

Table 11: Logic Model for Teacher Professional Development at Areté Charter School

| Planned Work  |  | Intended Results                             |                                 |                                |
|---|--|--|---------------------------------|--------------------------------|
| Resources/Inputs  | Activities   | Outputs                                      | Outcomes                        | Impact                         |
| Support from the organization's Board of Directors  | Partnership Communication*<br>Authentic Leadership   | Focus<br>Leverage<br>Simplicity<br>Precision | Students learn more effectively | Higher student achievement     |
| Leaders with expertise and necessary skills to lead a learning organization and implement the model           |  |  |                                 |                                |
| Sufficient staff with expertise and leadership skills to be on the Target Design Team* and champion the model | Development of a one-page Instructional Improvement Target*  | Partnership                                  | Teachers teach more effectively | Increased retention of faculty |
| Instructional Coach* with expertise and skills to support the Instructional Improvement Target* goals         | Partnership Communication*<br>Coaching activities that support the Instructional Improvement Target*,<br>Workshops that Make a Difference*,<br>and Intensive Learning Teams* |  |                                 |                                |
| Staff willing to support the model and participate in Intensive Learning Teams*                               | Partnership Communication*<br>Intensive Learning Teams*<br>Authentic Participation   | Professional development that is humanizing  | * Elements of the model         |                                |

## **CHAPTER TWO: MODEL DESIGN**

### Problem of Practice/Context/Expected Outcomes

Areté Charter School, a rapidly growing charter school franchise, does not currently provide a clearly defined model of professional development that supports its unique instructional model. The purpose of this dissertation in practice is to help organizational leaders deliver more powerful and effective professional development activities by first establishing a clear/unambiguous model for professional learning.

Organizational leaders at Arété Charter School requested the development of this plan in order to make sense of and to integrate a collection of improvement efforts focused on the organizational goals of the school. As a result of this work, recommendations for making changes to its current conception and delivery of professional development will be provided to Arété Charter School leaders. The organization will be presented with a custom model for professional learning, one that is aligned to the unique vision and mission of the school; informed by the stakeholders of the organization; and connected to the current research base on professional learning and how teachers learn. The ultimate goal of this dissertation is to improve the professional lives of teachers at Arété Charter School, to see them flourish and excel as they strive to educate children using a unique blend of indirect and direct teaching strategies.

### The Survey

According to Learning Forward Center for Results, ensuring that professional learning systems offer all teachers the support they need to improve their practices and increase student achievement requires a sophisticated instrument (2014). Revised in 2012 to align with the 2011

Standards for Professional Learning, Learning Forward's Standards Assessment Inventory 2 (SAI2) is a valid and reliable instrument designed to ensure that a school system's professional learning has the essential attributes to enhance educator practice and student results. A technical report written by Denmark and Weaver (2012) for Learning Forward provides strong preliminary support of the construct and validity of the redesigned SAI2. This report can be accessed online (address provided in the references section).

The Standards Assessment Inventory 2 (SAI2) provides data to help professional development organizers to:

- Understand teachers' perceptions of professional learning within their school;
- Reveal the perceived strengths and weaknesses of a school's professional learning practices;
- Provide data on the current quality of professional learning within the school as defined by the Standards for Professional Learning; and
- Determine a school's alignment of professional learning to the standards.

The SAI2 does this by asking teachers to assess their school's performance in seven teaching standards. These standards are Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes (Learning Forward, 2011). The survey has 50 questions, approximately seven questions per standard, each asking how often the school follows a certain standard-related practice. All questions have the same multiple-choice answers and each choice has a numerical value: Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5). Once teachers in the school answer and submit the survey, a

report is generated for that school. The report is automatically updated as more teachers respond and until the administrator closes the survey.

The SAI2 was administered to the Areté faculty on May 15, 2014. The researcher gave each teacher a token code to access the survey online. Teachers used their email addresses and created their own password to generate a confidential account associated with the site's administration of the survey. Although the survey administrator can see a list of email addresses associated with who has registered to take the survey, all responses submitted by teachers were anonymous as nobody, not even the survey administrator, is able to connect usernames or passwords with individual answers. Teachers at Areté Charter School were introduced to the SAI2 at a regularly scheduled faculty meeting on May 15 where they were asked in advance to bring their laptop computers. Teachers were given the entire length of the meeting, approximately 30 minutes, to complete the survey. The survey was left open for 3 additional days to give absent teachers a chance to participate and to allow additional time for teachers to finalize their responses. Out of 60 faculty members, 58 teachers, 98 percent, completed the survey.

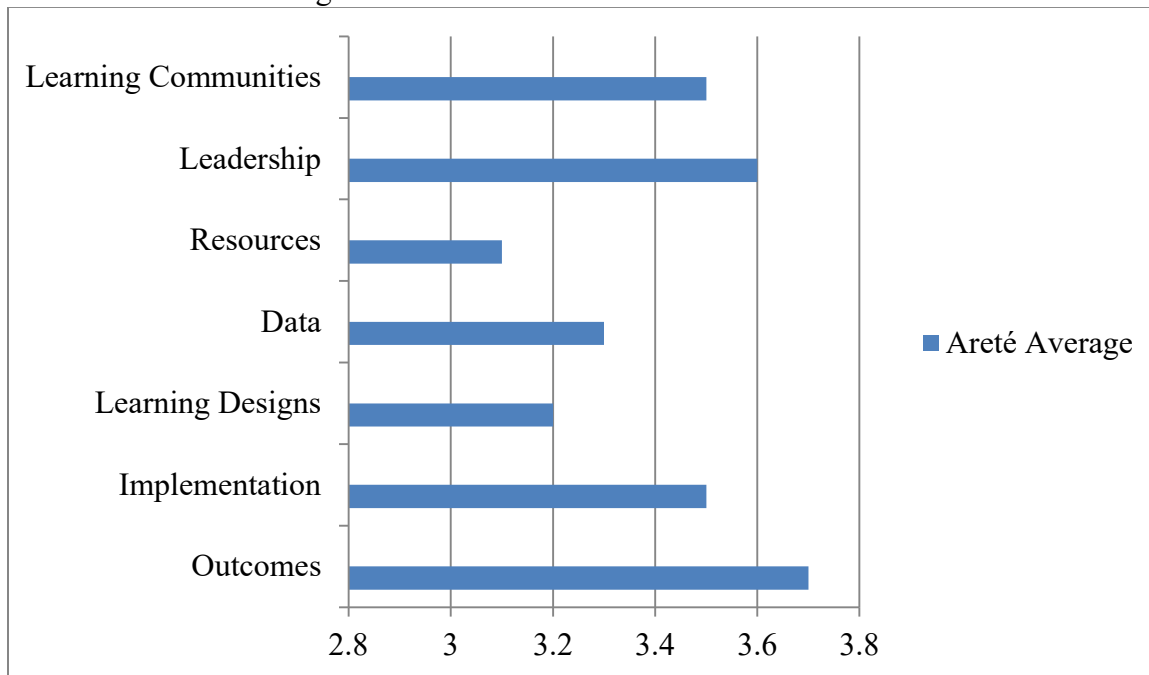
### Survey Results

Of the 58 respondents, 81 percent (46) reported that they are content area teachers, 9 percent (5) said they are support teachers, and 11 percent (6), said they were elective or special area teachers. Almost half the teachers at Areté have less than four years teaching experience (44 percent), and 9 percent (5) are first year teachers. The number of teachers who have 0-4 years teaching experience also matches the number of teachers who have 0-1 years of experience teaching at Areté (44 percent) revealing that this faculty is generally new to both teaching and

the organization. Of all the teachers who participated in the survey, 65.5 percent (38) teach lower grades (K-5) and 34.5 percent (33) teach upper grades (middle and high school).

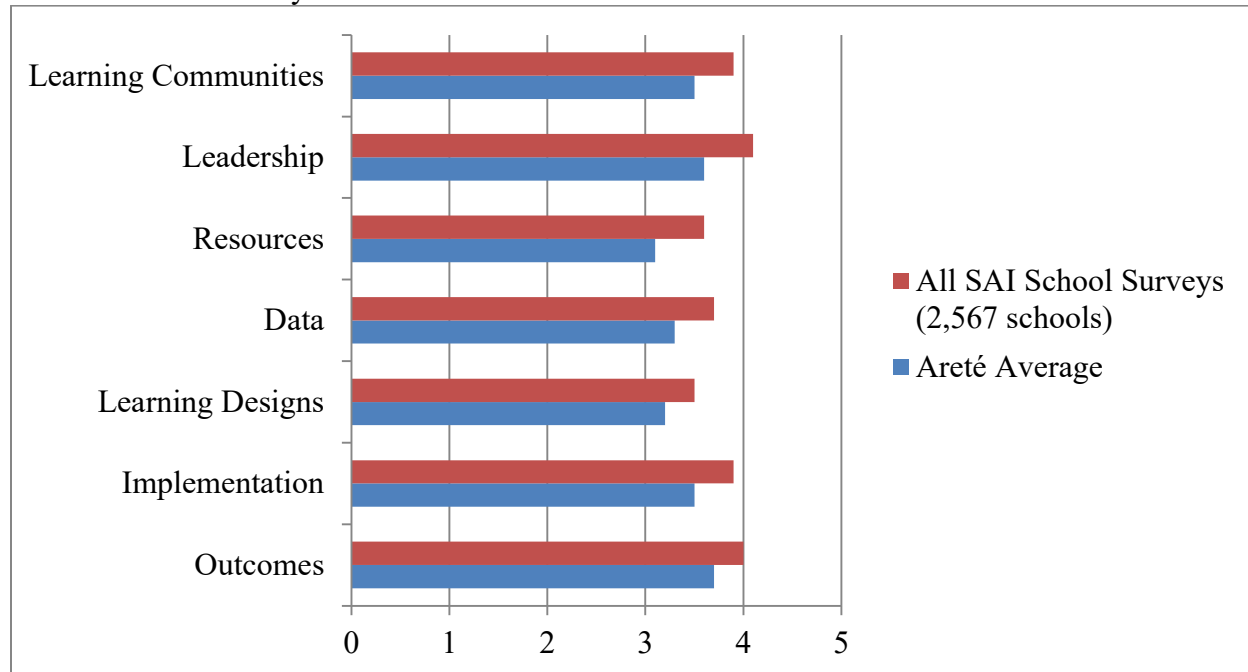
The overall average for each of the seven sets of questions, one set for each of the seven standards for professional development, is shown below in Table 12, and a comparison of the overall averages between Areté Charter School and the overall average for all the schools that have taken the SAI2, nation-wide, as of May, 22, 2014 (2,567 schools) is shown in Table 13. For complete survey results, see Appendix C.

Table 12: Overall Average Standard Value Areté Charter School



Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5)

Table 13: Comparison Overall Average Standard Value Areté Charter School as Compared to All SAI School Surveys



Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5).

The data reveals that for every standard, teachers at Areté do not perceive professional development as favorably as other schools' faculties that have taken the same survey. The set of questions related to Outcomes scored highest (3.7), averaging slightly more than halfway between "sometimes" and "frequently" on responses related to how often teachers believe their professional development is focused on the school's curriculum, how students learn, and how regularly teachers are held to high standards to increase student learning. Of particular concern, though, are the two standards that received the poorest overall average scores, Resources (3.1) and Learning Designs (3.2). Overall, teachers at Areté reported that only "sometimes" are resources for professional development prioritized, monitored, or coordinated effectively. Required resources for professional learning include staff, materials, technology, and time.

According to Learning Forward, “How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences” (2014). Also, teachers reported that, on average, they “sometimes” see evidence that their professional development is based on the integration of theories, research, and models of human learning to achieve its intended outcomes, but not frequently. Educators are responsible for taking an active role in selecting and constructing learning designs that facilitate their own and others' learning, and it is evident from the survey that, currently, teachers at Areté do not believe their professional development provides these opportunities on a consistent basis.

When taken on the whole, the overall low scores on both Resources and Learning Designs, and the below average scores on the other standards compared to all schools, suggests that a reconceptualization of how professional development is delivered at Areté, or a new model for professional learning, could have a positive impact on teachers' professional learning.

### Theory of Action

In his book, *The Six Secrets to Change*, Michael Fullan, a world renowned educational scholar and authority on organizational change, talks about theories of action that “travel well.” According to his work, “theories [of action] that travel well are those that practically and insightfully guide the understanding of complex situations and point to actions likely to be effective under the circumstances” (2011, p. 1). He cautions those who are making change to understand the difference between a technique, “something that can be used in place of a brain” (Mintzberg, 2004, p. 39), and a theory of action. “Techniques can be effective,” quotes Fullan, “but only if applied with nuance by people immersed in a specific situation” (Mintzberg, 2004, p. 39). Good theories, according to Fullan, are essential because they give you a grip on the



underlying reasons behind actions and their consequences, and without a good theory, all you can do is acquire techniques (p. 16). It is this researcher’s hypothesis that the reason professional learning often fails teachers, as indeed it often has the opposite intended effect, is precisely because it consists of too many techniques and not a good theory of action. In their book, *Hard Facts, Dangerous Half-Truths and Total Nonsense*, authors Pfeffer & Sutton (2006) support this premise when they write, “If you can’t explain the underlying logic or theory or why something should enhance performance, you are likely engaging in superstitious learning and may be copying something that is irrelevant or even damaging” (p. 16). The following model for professional learning is this researcher’s ‘theory of action.’

The Model for Teacher Professional Learning at Areté Charter School

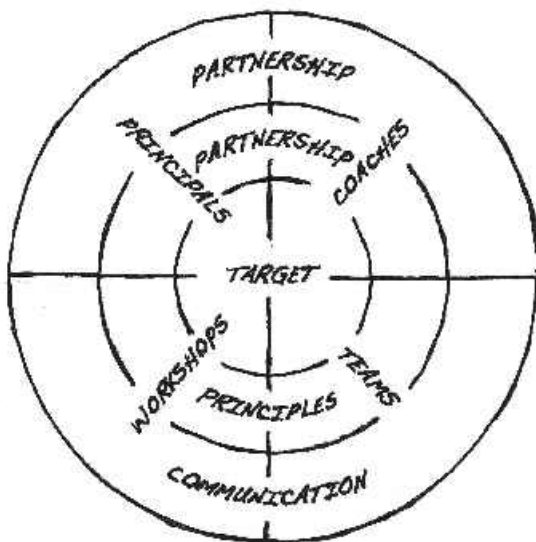


Figure 2: Partnership Target Model  
Source: Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin Press.

The new model for professional development proposed for Areté Charter School is based on the work of Jim Knight (2002, 2011, 2013) and his research on what he calls “high impact learning” and the “partnership approach.” In his book, *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* (2011), Knight describes professional learning that has “unmistakable impact.” It is about dramatically improving teachers’ capacity to teach by, first and foremost, celebrating the professionalism of teachers and humanizing the profession, but it is also achieved by maintaining focus and by employing leverage, simplicity, and precision. Partnership is the theory behind unmistakable impact that recognizes the complexity of helping others and is grounded in six principles including: 1. Equality, 2. Choice, 3. Voice, 4. Reflection, 5. Dialogue, and 6. Praxis. The framework of the model is comprised of the following distinct yet coordinated elements:

- Principal as Leader and Designer
- Instructional Coaching
- Workshops that Make an Impact
- Intensive Learning Teams
- Partnership Communication

We begin by exploring what humanity means in the context of teaching and then dive deep into each of the elements of the model to include a description of what each might look like if implemented at Areté and an action plan for real execution.

### Humanity and the Role of the Teacher

“Humanity,” according to Knight (2011), “is not something we hear a lot of when people talk about professional learning” (p. 7). What is humanity and what does it have to do with

teaching and the professional learning of teachers? According to Knight and other educational thinkers like Nel Noddings (2012, 2013), Parker Palmer (2010), Margaret Wheatley (2002), and Donald Schön (1987), to name just a few, professional learning should be a humanizing experience for teachers, one where compassion, respectful interchange, valuing individuals, open communication, listening, and learning by doing each support and define the daily interactions and work in schools. Ostensibly, this line of thinking is shared collectively by educational leaders, policy makers, and the public who view teachers like esteemed professionals in other fields—certified experts who practice their craft with autonomy which includes making complex judgments under conditions of uncertainty. However, our country, since its conception, has grappled with whether or not teaching is even a profession (Cantor, 1948; Inlow, 1956; Koff, 1988; Noddings, 2003; Twining, 2014).

In the United States, there has long been a demeaning image of teachers as those “who cannot,” and even though there have been many advances in the professionalization of teaching, there is just as much literature to support the claim that the teacher’s role in education has been moving toward de-professionalization as developments in modern public schooling have reduced teachers to a “simple deliverer of a one-size-fits-all education” (Vail, 2013, para. 3; also, see Milner, 2013 for a full brief on how recent educational reform policies have move teaching away from professionalization). This problem was noted as early as 1994 when Shulman reasoned that the “assumptions of incompetence and ineptitude” within the teaching corps is/was the result of “the absence of focus on subject matter,” or what he referred to as the “missing paradigm” problem (p. 125). As succinctly summarized by Vail (2013),

Teachers were originally professionalized by their content knowledge. They held special knowledge that was not easily available to their students. Later, standardized textbooks and teacher editions provided a content crutch. Teachers could lean on this one resource rather than learn a rich body of authentic, specialized knowledge that was once a premium. The component of content knowledge was stripped away from the profession. (para. 2)

Runté (1995) also noted the de-professionalization of teachers but looked at *deskilling* –a process where work is fragmented to lower the breadth and depth of skills possessed by professionals who gradually lose control of their own craft— as the source of problem (see also Ozga, 1995; Wong, 2006).

Although the scope of this text does not have room to consider the research on modern labor theory or the sources for the divide between content and pedagogy (for a compelling historical analysis, see Shulman, 1994), it is important to understand the ramifications of what Vail (2013) calls “education de-form” (para. 4). When teachers either know content (and pedagogy is secondary and unimportant as it was in the 1800s), or teachers know pedagogy (and are not held accountable for content much like today), the result, say Vail & Runté, is that we have completely changed what it means to be a teacher.

All of the art [of teaching] has been reduced to a calculated, one-size-fits-all science. The salary, which began low, followed the descent of professionalism. This has made recruitment of unique talent a difficult task, but then again it isn't really necessary. Often, when it comes to hiring, schools are more concerned with filling a role. (Vail, 2013, para. 4)

Understanding the status of teaching (is it a profession or not, and are teachers knowledge workers or semiskilled workers?) is not trivial because the professional learning of teachers is closely tied to notions of professionalism and what teachers need to know and be able to do. In other words, one's conception of what it means to be a teacher will inform a model of professional learning that aligns with a particular vision (Calderhead & Shorrock, 1997; Feiman-Nemser, 2001). According to Hargreaves (1994), it makes very little sense to analyze, not to mention prescribe, forms of teacher development without first establishing what it is that needs to be developed and what teachers are striving for. If the expectations for teachers are low, if teachers don't need to know too much, if teachers don't need to be able to create authentic course work, if teachers don't need to plan a curriculum, then professional learning does not need to be a humanizing endeavor.

Thankfully, significant shifts in the knowledge base about the art and science of teaching have led to many positive, "humanizing" changes in beliefs and practices in the field of teaching including the acknowledgement of the value of a teacher's knowledge, know-how, and experience in supporting students' learning (Cavalluzzo, 2004; Darling-Hammond, 1996, 1999; Hanushek, Kain, O'Brien & Rivkin, 2005; Mundry, 2005; Rockoff, 2004; Rowan, Correnti & Miller, 2002; Schacter & Thum, 2004; Stronge, Ward, Tucker & Hindman, 2007; Wenglinsky, 2002). This emerging research has been a source of pride and concern for educators. On one hand, teachers welcome the promotion of teaching as a profession—complex work that requires specialized knowledge and skills, rigorous training, and licensing; work that deserves respect. On the other hand, teachers feel an overwhelming sense of frustration when essential elements of teaching are devalued, students' learning is summarized as a single test score, and teachers'

effectiveness and worth are perceived as nothing more than their contributions to those test scores (Goe, Bell & Little, 2008; Hargreaves & Goodson, 1996).

Knight (2011) empathizes with educational leaders and policy makers who “come face to face with the challenges that exist in American schools” and who are “tempted to propose and promote draconian methods designed to force teachers to learn new programs and hold teachers accountable for implementing them” (p. 6). However, a myopic focus on teaching to a test using “teacher-proof” resources and teacher evaluations based primarily on the results of these tests kills the spirits of teachers and dehumanizes them in such a way as to make them feel obsolete. As eloquently written by Palmer (2010),

In our rush to reform education, we have forgotten a simple truth; reform will never be achieved by renewing appropriations, restructuring schools, rewriting curriculum, and revising texts if we continue to demean and dishearten the human resource called teacher on whom so much depends... [nothing] will transform education if we fail to cherish—and challenge—the human heart that is the source of good teaching. (p. 3)

This is not to say that teachers are not, or should not be, held accountable for their students’ academic achievement. Logically, teacher quality does depend on students learning something, or, as stated by Noddings (2003), “...teaching must be constructed around the perceived need for learning” (p. 242). She adds, “Aristotle pointed out that teaching is an activity that finds results in the learner, not in the teacher. Were there no need for learning, there would be no need for teaching” (p. 242). However, continues Noddings, “... this does not mean that teaching must always produce learning” (p. 242). For example, each of us, most likely, can recall a personal experience with an outstanding teacher when, despite skillful and thoughtful teaching,

we did not learn. Or, perhaps we can each remember a time notwithstanding terrible instruction, we did learn. Besides, not all objectives teachers have in mind for their students appear on tests... good teaching includes affective as well as cognitive objectives.

We know, then, that test scores do not give a complete picture of teacher contributions and student circumstances, and efforts to simplify definitions of teacher quality based mostly on test scores weaken aims to improve professional practice and minimizes the moral and emotional work teachers do. Because good teaching cannot simply be reduced to technique and is so much more than helping students score well on tests, teacher professional development must address the full scope of what it means to be an educator. If teaching is to be conceived as a profession, where those who are part of the field enjoy considerable work autonomy and who are commonly engaged in creative problem solving and intellectually challenging work as are professionals in other fields, then it only makes sense that professional learning must support and enhance the identity and integrity of the teacher. Jim Knight (2011) calls this missing piece in professional development “humanity;” Nel Noddings (2012) calls it “care ethics;” Michael Fullan (2001, 2007b) calls it “moral purpose.”

The new model for teacher professional development at Areté Charter School necessitates that all parties involved, organizational leaders and teachers alike, operate together to generate a new kind of school culture, one based on collaboration, respect, esteem, alliance, quality of the conversations taking place, and a love of learning that is so infectious, it energizes and creates joy for both teachers and students. In a whole child/whole teacher school, what Knight calls a “high impact” school, where humane professional learning is at the core, “teachers come to work excited by the prospects of what new idea or practice they might do every day. In

this way, each day, Areté will move closer to the goal of providing every student—*and every teacher*—with quality learning opportunities.

### Principal as Leader and Designer

The new model for teacher professional development at Areté begins with a leader who rolls up her sleeves and is at the heart of the professional learning—co-planning what will happen, observing progress, and keeping the gears moving. Research conducted by Collins & Porras (1994) revealed that in every work place, people are most concerned by the person they report to directly. Therefore, if the principal does not vocally, symbolically, and authentically stress the importance of instructional improvement, then it most likely will not happen. The principal needs to communicate that she is committed to the goals of a change initiative. To win her colleagues respect, she needs to be seen as credible—walk the talk—and have a deep knowledge of the work done by teachers and other professionals in the field. At Areté, this means that the principal understands good instruction, especially Montessori and other indirect teaching strategies; understands the co-teaching model of instruction; and supports and leads professional learning that is aligned with the school’s vision and mission in order to make an impact.

The kind of principal who will be most successful leading the new model for teacher professional development at Areté will understand the complexity of the helping relationship. According to Knight (2011), professional learning fails when leaders underestimate how complicated change can be. He explains that failure to understand the dynamic features that are at play in almost all helping relationships (issues of status, identity, and how people think



differently) can “doom” leaders who want to initiate change (p. 20). Also, the principal must have a high degree of social-emotional intelligence as she will need to artfully employ the partnership principles of equality, choice, voice, reflection, dialogue, and praxis in order to guide her faculty toward a clearly articulated end goal. The voice of a principal carries more weight than anyone else’s in a school; however, in an organization that is attempting to humanize the profession and wants to honor the heart of teachers, the principal does not abuse her position or unnecessarily dictate from above.

#### The Partnership Principles Embodied by the Principal as Leader and Designer

The partnership philosophy is the theory or “gravity” that holds together all elements of the model (Knight, 2007, p. 39). The principles of the partnership approach (equality, choice, voice, reflection, dialogue, praxis, reciprocity) must be embodied by the leader of the organization as she establishes the tone or school culture where teachers and students will either thrive or struggle to find success.

1. Equality: *Principals Treat Teachers as Equal Partners*. Partnership involves relationships between equals. Although the relationship between a principal and a teacher is structurally unequal (the principal observes and evaluates performance and makes employment decisions), this inequality is *only* structural. A principal who embodies the partnership principle of equality recognizes that although she has a different role to play within the school, everyone is equally valuable. Principals who genuinely earn the admiration of their staff are those who never miss an opportunity to exhibit their esteem for others. That esteem is demonstrated in the six other partnership principles—choice, voice, reflection, dialogue, praxis, and reciprocity.

2. Choice: *Principals Give Teachers Choice Regarding What and How They Learn*. In a partnership, one individual does not make decision for another. Because partners are equal, they make their own individual choices and make decisions collaboratively (Block, 1993). However, a certain degree of compliance is implicit when we work within organizations. For example, choice does not mean that teachers can choose to not participate in professional learning, or as Knight puts it, “No professional can choose to be unprofessional” (2011, p. 93). Nonetheless, a good principal does not try to get a teacher to do something; they meet teachers where they are and guide them to resources to help them discover and implement practices that meet their students’ and their own needs.

3. Voice: *Principals Empower and Respect the Voices of Teachers*. According to Goodson (1991), the key missing ingredient in the world of teacher development is the teacher's voice. Too often, the primary focus is on the teacher’s practice, but Goodson argues that what is needed is a focus that listens above all to the person at whom ‘development’ is aimed. This means principals should use strategies which facilitate and maximize the capturing of what teachers have to say about themselves and their own practice. Good leaders make it easy for teachers to honestly and openly say what is on their mind. When principals do not honor teachers’ voices, telling them to implement lock-step programs or practices without first asking for their thoughts or suggestions, they communicate the message that they do not trust teachers to think for themselves. Knight (2011) warns to silence the voices of teachers by asking only for obedience (do

what I tell you) rather than seeking ideas and feedback is dehumanizing—treating teachers like automatons rather than thinking, creative professionals.

4. Dialogue: *Principals Engage in Authentic Dialogue with Teachers*. In partnership, one individual does not impose, dominate, or control. Partners engage in conversation, learning together as they explore ideas (Bohm, 2013). For principals, this means that they listen more than they tell. A genuine, modest approach—listening with an open heart and open ears in order to truly understand teachers’ concern—sets the stage for authentic dialogue and a respectful school culture.

5. Reflection: *Principals Do Not Think for Teachers*. A large part of what it means to be a professional is using one’s own mind to think through the challenges that present themselves on the job. Principals do not take away this opportunity from teachers by lecturing, dictating, or doing the thinking for them. When principals honor the principle of reflection, they make sure that, as much as possible, teachers are the ones doing the thinking.

6. Praxis: *Principals Allow Teachers to Apply Their Learning to Their Real-Life Practice as They Are Learning*. Principals create a setting where praxis, dialogue in action, is possible. First, they ensure that all forms of professional learning are meaningful and relevant to teachers. Praxis is not possible unless what teachers are learning is immediately applicable to real-world problems in the classroom. Also, principals who embody the principle of praxis make sure that teachers have the freedom to make real decisions about the way they teach. Praxis involves reflection on reality, and if teachers do not have the liberty to choose how to make sense of what they are learning and what a

new practice will look like in their own particular classroom, then they are denied their identity.

7. Reciprocity: *Principals Should Expect to Get as Much as They Give*. In a partnership, all partners benefit from the success, learning, or experience of others—everyone is rewarded by what each individual contributes (Freire, 1970; Senge, 1997; Vella, 1995). Principals who embody the principle of reciprocity hold themselves to the same high personal and professional standards as they hold teachers, and create a school climate where excellence is applauded. (Knight, 2011).

As the primary designer of professional learning opportunities for her faculty, the principal must embrace *design thinking*—matching people’s needs with what is feasible and viable (Brown, 2009). As articulated by Senge (1997), if we think of organization as an ocean liner and the principal as the leader of the ship, principals assume many legitimate leadership roles (captain, engineer, social director); however, the neglected role is that of the designer of the ship. “No one has a more sweeping influence on the ship than the designer” (p. 321). Senge adds that it is “fruitless” to be the leader in an organization that one does not have a hand in designing. Collins & Porras (1994) put it another way. They say leaders must be clock builders: “The builders of visionary companies tend to be clock builders, not time tellers. They concentrate primarily on building an organization... The primary output of their efforts is not the tangible implementation of a great idea, the expression of a charismatic personality, the gratification of their ego, or the accumulation of personal wealth. Their greatest creation is the company itself and what it stands for” (p. 23). Regardless of the metaphor, as designers or as clock builders, principals must:

- Ensure that professional learning is aligned to support implementation of the Target
- Ensure that the right people are hired to be instructional coaches and that those people receive extensive support so that they can be successful
- Find essential resources such as time, money, and expertise to help build teachers' capacity to make an impact

### The Target

Unlike traditional school improvement plans that sit on shelves and are too complex for people to understand, a Target is a simple, one-page document that clearly states the school's goals for instructional improvement. Knight (2011) says that the Target can include any goals the school has, but what matters is that the document itself is short, simple, easily understood, and doable. The target does not have to be written for only instructional goals, but since the purpose of professional development is to improve teachers' effectiveness in raising student achievement, the Target goals in this context will primarily focus on instruction.

Many factors influence what is included in the Target (student needs, teacher needs, school goal, state goals, etc.). Most leaders find it helpful to provide their Target Design Teams with a comprehensive framework to help guide their work. Two popular frameworks include Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (2007) and Marzano's *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (2007). Knight and his team at the Kansas Coaching Project have developed their own comprehensive approach to improving instruction based on their exhaustive reading of the literature and their own experience working with numerous districts across North America. The model is nicknamed the "Big Four" because it is built around four critical instructional areas of

(1) planning content, (2) developing and using formative assessment, (3) delivering instruction, and (4) community building (Knight, 2011, pp. 59-63). The Big Four framework is used by hundreds of schools that partner with Knight and the Kansas Coaching Project and it is aligned with his other work detailed in *High-Impact Instruction* (2013).

Regardless of the framework employed, creating the Target should include authentic input from every teacher on faculty, thus humanizing teachers by treating them as partners and by giving them a voice. Second, the Target should challenge every teacher to become a more effective instructor. Third, the Target should describe teaching practices that will genuinely help meet students' needs. Fourth, the Target, when completed, should describe a compelling set of goals that are easily understood and that everyone is committed to achieving.

As the instructional leader of the school, guiding the development of the Target is one of the most nuanced challenges a principal will face says Knight (2011). On one hand, if teachers are going to commit to the Target, they must have an active role in its development (Pink, 2009). Teachers are professionals who want to be included in the thinking that leads to initiatives, and they are motivated to embrace goals that they help to create (Knowles, Holton & Swanson, 2012; Pink, 2009). On the other hand, many teachers are blissfully unaware of how they can improve their work and are not always the best judges of what they need (Knight, 2011). When guiding the development of the Target, the principal's job, says Knight (2011) "is to walk the tight rope between freedom and form" (p. 65). A partnership approach that exclusively relies on bottom-up initiatives has limitations according to Knight (2011) who says, "Bottom-up, by itself, does not appear to be enough. The principal has to provide instructional leadership" (p. 97). The principal must actively solicit, listen to, and act on the ideas and concerns of teachers; however, she must

also ensure that the Target addresses the issues that have the highest leverage for improving student learning.

The Target Design Team is a group of administrators and teachers who work in partnership to facilitate the development of the Target. Team members should be positive, credible, open to new ideas, and flexible. In other words, they should be those teachers who demonstrate the habits and mindsets that set them apart as the mover and shakers in the school—the “gourmet omnivores,” “active consumers” and “conceptually complex thinkers” (Joyce & Calhoun, 2010; Joyce & Showers, 2002; Joyce, Wolf & Calhoun, 2009). The work of the team can be understood as taking place across three interconnected spaces: inspiration, ideation and implementation (Brown, 2009):

- At *inspiration*, the principal observe teachers to gather information for the development of the Target. The primary goal for observations should be to get a picture of which practices are working especially well so they can be more widely implemented and to understand what teaching practices need work in order to more fully realize their impact. Teachers gather a different kind of valuable data by having one-on-one conversations with colleagues. They gather teachers’ honest input regarding their strengths and weaknesses as well as their students’ challenges. An appropriate overriding question teachers might ask is, “What would you like to see on the Target that you think would be a truly worthy goal? Last, in addition to the data gathered through observations and conversations, other data is assembled including standardized test scores, results of parent satisfaction surveys, discipline referrals, etc. Once all the information is collected, the

Target Design Team can begin the process of sharing the data with staff and begin drafting the Target.

- At *ideation* the Target Design Team explores, develops, and tests possible practices and goals to be included on the Target. The core activity during this stage, writes Knight (2011) is to identify different student and teacher goals (p. 69). For example, at Areté, an appropriate goal might be to reduce the number of discipline referrals to the office, and a teaching goal that corresponds to this student goal might be all teachers will practice Positive Discipline in their classrooms and implement a Morning Meeting at least once per week. It is the principal's job to be mindful of how she facilitates this group. She needs to adeptly offer freedom within form and always treat teachers as partners in the process of developing the Target. The final goal in this stage is to create a first draft of goals and practices. Next, the principal leads a series of meetings with groups of instructors to assess their support of the Target goals and gather feedback and recommendations if teachers do not support the goals. Knight suggests giving teachers sticky notes that they can use to "secretly" express their level of support (on a scale of 1-10) for each goal and asking teachers to share what can be done to increase their support for each goal that did not earn at least a level 8. The Target Design Team will use teachers' feedback to revise the Target until it is one that everyone, or almost everyone, agrees with and is committed to.
- At *implementation* the principal ensures that all forms of professional learning focus on the Target. All the other elements of the new model for professional learning



(instructional coaching, workshops that make an impact, intensive learning teams, and partnership communication) are focused on the implementation of the Target.

#### Rationale for Principal as Leader and Designer at Areté

Results of the SAI2 indicated that teachers at Areté, overall, believe their organizational leaders “Frequently” consider all staff members capable of being professional learning leaders (3.8) and report that their leaders “Frequently” speak about the important relationship between improved student achievement and professional learning (3.8). However, the average mean score for questions related to school culture based on the principles of partnership are not as high. For example, teachers do not, on average, report that their leaders frequently cultivate a positive culture that embraces characteristics such as collaboration, high expectations, respect, trust, and constructive feedback. Teachers, on average report that only “Sometimes” are they responsible for selecting professional learning to enhance skills that improve student learning, suggesting that these choices are more often than not decided by others. Furthermore, when asked how often teachers’ input is taken into consideration when planning school-wide professional learning and whether or not teachers have opportunities to evaluate their own professional learning experiences, the teachers’ average response did not register higher than “Seldom”, a situation that indicates teachers are not treated as equally as they could or should be.

Table 14: Select Responses from the Standards Assessment Inventory 2 Related to the Principal as Leader and Designer

| <i>Question</i>   | <i>Mean Score</i> |
|---|-------------------|
| My school's leaders consider all staff members capable of being professional leaders  | 3.8               |
| My school's leaders speak about the important relationship between improved student achievement and professional learning.  | 3.8               |
| My school's leaders advocate for resources to fully support professional learning.  | 3.6               |
| My school's leaders cultivate a positive culture that embraces characteristics such as collaboration, high expectations, respect, trust, and constructive feedback. | 3.5               |
| Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.  | 3.3               |
| In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.                 | 2.9               |
| Teachers' input is taken into consideration when planning school-wide professional learning.  | 2.8               |
| Teachers in my school are involved with the decision-making about how professional learning resources are allocated.  | 2.6               |

Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5)

The first step, then, for Areté to better align its professional learning with the professional development standards of Leadership, Learning Design, and Data—and to humanize professional development within the organization—is to assemble a Target Design Team and begin the work of developing a Target. The initiative will need to be announced to all faculty and staff members who will be very curious to know what the change initiative will mean to them. Because Areté is a relatively small organization and its faculty, ostensibly, is composed of teachers who support a holistic approach to education, and because the current leaders are very astute and effective communicators, getting the work started should not be as difficult as it might be in a traditional school setting where faculties are more used to convention and are more set in their ways. Also, since she was hired last October, Dr. Day’s first time to open a new school year with her faculty is approaching. A change initiative introduced by Dr. Day and the other members of the administrative team during the upcoming teacher planning week would not be unexpected, especially considering this will be the principal’s first time to open a new school year. This team would include two newly hired instructional coaches who will fill the role of the second element of the new model for teacher professional development at Areté, instructional coaching.

### Instructional Coaching

In this model, instructional coaches are essential for professional development and implementation of the Target. As clarified by Knight, principals provide leadership, guide the development of the Target, and observe teachers grow as they move toward the Target; workshops introduce teachers to new practices that are in the Target; intensive learning teams provide teachers opportunities to rethink curriculum in light of the Target; and instructional coaches help teachers integrate all the ideas and practices they are learning and “bring them to

life” (2011, p. 91). Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. They can also focus on a range of instructional issues, which might include classroom management, content enhancement, formative assessment, or other teaching practices, but the fundamental job of an instructional coach is to help teachers incorporate research-based instructional practices into their teaching, especially those listed on the Target.

### The Components of Instructional Coaching

The first step of the coaching process is to build partnership relationships with teachers. Instructional coaches use several methods to get teachers onboard. They can conduct one-to-one interviews with individual teachers, conduct small or large-group presentations, have informal conversations, or administrator can refer teachers to the instructional coach. The goal of the one-to-one interview is to establish partnership relationships with teachers and gather information that can be used to custom tailor coaching sessions and other professional learning to fit teachers’ and students’ unique needs. The most important outcome of the interview process is to obtain commitment from teachers to the coaching process. This requires coaches to explain how instructional coaching works and what benefits it might offer the teacher. Small group presentations can take the place of one-to-one interviews, usually during a team meeting. The goals of these meetings are to explain the opportunities that exist for teachers’ professional development, to clarify the partnership perspective that underlies the coaching relationship, to explain what instructional coaching is and is not, and to begin making appointments to meet with individual teachers. The same message can be presented in a large-group presentation, say at the start of the school year. Also, talking with teachers informally is another way to share

information and a natural way to build individual relationships. It is not necessary to get every teacher onboard immediately, winning teachers over a few at a time, organically, is a tactic that works, too. Sometimes, however, the principal will expedite a meeting between instructional coach and teacher, but such introductions must be handled with the utmost care and respect for the teacher. A preferred way for a principal to refer a teacher to the instructional coach, one consistent with the partnership principles, is for the principal to focus on the teaching practice that must change and offer the coach as one way the teacher can bring about the needed change.

After enrolling teachers, instructional coaches work together with teachers to identify areas where the teacher wants or needs help. Quite often, the instructional coach will observe the teacher. Once the coach and teacher have identified a proven practice to be implemented, the coach needs to work on how she will present information to the teacher. The instructional coach's goal is to make it as easy as possible for a teacher to successfully use a new instructional method. To that end, instructional coaches try to alleviate the burden on teachers as much as possible by preparing all handouts, assessments, overheads, and other materials that the teacher needs. The coach spends time in the classroom modeling lessons, watching teachers teach, and having conversations about what teachers saw when they watched the coach, or what the coach saw when she watched the teacher. The idea is to maintain a friendly interchange of ideas and to keep the process as non-intimidating as possible: "You watch me; I watch you." Observation forms can help both the coach and teacher to pay attention to what matters most.

The last step of this process is to explore. This means that the coach and teacher take time to discuss the information that was collected—a learning conversation where both parties use data as a point of departure for dialogue. This is *not* an opportunity for the coach to share her

“expert” opinion or tell the teacher what she was doing right or wrong. Top-down communication sends the message that the one receiving the feedback is unable to think for herself and is a sure fire way to destroy a partnership relationship. Kegan & Lahey (2001) say, “Many a relationship has been damaged and a work setting poisoned by *perfectly delivered* constructive feedback” (p. 128).

### Factors That Maximize Instructional Coaching Impact

There are many factors that go a long way to ensure that organizations get the most out of the instructional coach(es) they employ. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator; therefore, it is critical to the success of the model to hire the right coach. Most importantly, the coach must have the knowledge and expertise to help teachers implement the Target, and the coach must have the intra and interpersonal skills and attributes necessary to build partnership relationships. Collins (2001) describes an effective coach as having a “compelling combination of personal humility and professional will” (p. 13). Second, the time coaches have to work with teachers needs to be safeguarded to ensure they do not become quasi-school administrators. A schedule depicting exactly how much time principals agree coaches should spend on various tasks should be drawn up then evaluated each week to see how time was actually spent. Principals can adjust the schedule if necessary, but the important thing is for the coach to spend as much time as possible working directly with teachers. Last, professional development for instructional coaches needs to be made a priority. Instructional coaches need professional development related to improving their coaching as well as opportunities to learn how to employ powerful, research-proven instructional practices.

## The Partnership Principles Embodied by Instructional Coaching

Like all elements of the new model for teacher professional development at Areté, the partnership philosophy is the theory or “gravity” that holds together the approach (Knight, 2007, p. 39). These principles were explained in the last section as they applied to the principal as a leader and are of such significance to the way instructional coaches conduct themselves that it is worth describing how they are embodied through effective coaching:

1. Equality: *Instructional Coaches and Teachers are Equal Partners.* Partnership involves relationships between equals. Thus, instructional coaches recognize collaborating teachers as equal partners, and they truly believe that each teacher’s thought and beliefs are valuable. Instructional coaches listen to teacher with the intent to learn, to really understand, and then respond, rather than with the intent to persuade.
2. Choice: *Teachers Should Have Choice Regarding What and How They Learn.* In a partnership, one individual does not make decision for another. Because partners are equal, they make their own individual choices and make decisions collaboratively (Block, 1993). For instructional coaches this means that teacher choice is implicit in every communication of content and, to the greatest extent possible, the process used to learn the content. Instructional coaches do not envision making teachers “think like them” as the purpose of their job. Rather, an instructional coach’s goal is to meet teachers where they currently are in their practice and offer choices for learning.
3. Voice: *Professional Learning Should Empower and Respect the Voices of Teachers.* All individuals in a partnership have opportunities to express their point of view. Indeed, a primary benefit of a partnership is that each individual has access to many perspectives

rather than one perspective of a leader (Covey, 1989; Lawrence-Lightfoot, 2000).

Instructional coaches who act on this principle encourage teachers to express their opinions about content being learned. Instructional coaches view coaching as a process that helps teachers find their voice, not a process determined to make teachers think a certain way.

4. Dialogue: *Professional Learning Should Enable Authentic Dialogue*. To arrive at mutually acceptable decisions, partners engage in dialogue. In partnership, one individual does not impose, dominate, or control. Partners engage in conversation, learning together as they explore ideas (Bohm, 2013). For instructional coaches, this means that they listen more than they tell. Instructional coaches avoid manipulation, engage participants in conversation about content, and think and learn with collaborating teachers.

5. Reflection: *Reflection Is an Integral Part of Professional Learning*. If we are creating a learning partnership, if our partners are equal with us, if they are free to speak their own minds and free to make real, meaningful choices, it follows that one of the most important choices our collaborating partners will make is how to make sense of whatever we are proposing they learn. Partners don't dictate to each other what to believe; they respect their partners' professionalism and provide them with enough information, so that they can make their own decisions (Brubaker, Case & Reagan, 1994; Killion & Todnem, 1991; Palmer, 2010; Schön, 1987). Thus, instructional coaches encourage collaborating teachers to consider ideas before adopting them. Indeed, instructional coaches recognize that reflective thinkers, by definition, must be free to adopt or reject ideas, lest they simply are not thinkers at all.



6. Praxis: *Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning.* Partnership should enable individuals to have more meaningful experiences. In partnership relationships, meaning arises when people reflect on ideas and then put those actions into practice. A requirement for partnership is that each individual is free to reconstruct and use content the way he or she considers it most useful (Bernstein, 2011). For instructional coaches, this means that in partnership with collaborating teachers they focus their attention on how to use ideas in the classroom as those ideas are being learned.

7. Reciprocity: *Instructional Coaches Should Expect to Get as Much as They Give.* In a partnership, all partners benefit from the success, learning, or experience of others—everyone is rewarded by what each individual contributes (Freire, 1970; Senge, 1997; Vella, 1995). For that reason, one of an instructional coach’s goals should be to learn alongside collaborating teachers. Learning about each teacher’s strengths and weaknesses while implementing new teaching practices will enhance a coach’s ability to collaborate with all other teachers and the coach’s skill in using the new teaching practice. (Knight, 2009, pp. 32-33)

#### Research Base for Instructional Coaching

The scientific research on instructional coaching as conceived by Knight and his colleagues at the University of Kansas Center for Research and Learning, is at a “starting point” (Knight, 2009, p. 205). However, the informal and quasi-experimental research that has been conducted on the kind of instructional coaching recommended here shows that it increases implementation of new practices (skill transfer), increases teacher collaboration and efficacy, and

improves student achievement (Knight, 1998). As stated by Knight, “one-shot professional development without coaching follow-up does not lead to wide implementation” (Knight, 2009, p. 209). This conclusion is in line with the results of research on other major forms of coaching including Cognitive Coaching, Peer Coaching, and Literacy Coaching, all of which show positive outcomes for both teachers and students alike (see Table 15).

Table 15: Approaches to Educational Coaching, Benefits, and Research

|                    | <b>Description</b>   | <b>Benefits</b>  | <b>Research</b>   |
|--------------------|--|--|---|
| Cognitive Coaching | <p>Developed in the 1980s, “the mission of cognitive coaching is to produce self-directed persons with the cognitive capacity for high performance, both independently and as members of a community” (Costa &amp; Garmston, 2002, p. 16). During a cognitive coaching cycle, a non-evaluative coach and teacher meet three times (planning conference, non-evaluative classroom observation, and a reflecting conference). The job of the coach is to focus on a teacher’s thinking, perceptions, beliefs, and assumptions and how these affect her practice. The coach collects data and poses questions to engage the teachers in reflective thinking. The coach makes no judgments and only offers feedback and support.</p> | <ul style="list-style-type: none"> <li>• Increased student achievement</li> <li>• Growth in teacher efficacy</li> <li>• Increase in reflective and complex thinking among teachers</li> <li>• Increase in teacher satisfaction with career and position</li> <li>• Increase in professional climate at schools</li> <li>• Increase in teacher collaboration</li> </ul> | <p>Edwards, 2001; Hull, Edwards, Rogers &amp; Swords, 1998; Alseike, 1997; Edwards &amp; Newton, 1995; Krpan, 1997; Smith, 1997; Moche, 1999; Aldrich, 2005</p> |
| Peer Coaching      | <p>A confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbins, 1991)</p>  | <ul style="list-style-type: none"> <li>• Increase in skill transfer</li> <li>• Increase in student learning</li> </ul>   | <p>Bush, 1984; Showers, 1982, 1984; Truesdale, 2003</p>   |

|                   | <b>Description</b>   | <b>Benefits</b>   | <b>Research</b>  |
|-------------------|--|---|--|
| Literacy Coaching | Anyone who supports teachers with goal of increasing literacy. | <ul style="list-style-type: none"> <li>• Increase in highly explicit instruction and time spent teaching reading</li> <li>• Increase in teacher collaboration</li> <li>• Increase literacy outcomes for students</li> <li>• Helps new teachers schools with high turn-over rates</li> </ul> | Biancarosa, Bryk & Dexter, 2010; Matsumura, Garnier, Correnti, Junker & Bickel, 2010; Gamse, Bloom, Kemple & Jacob, 2008; Russo, 2004; The Learning Network, 2006; Vanderburg & Stephens, 2010 |

## Rationale for Instructional Coaching at Areté

The results of the SAI2 revealed interesting data pertinent to the professional development standards of Learning Design, Data, Resources, and Implementation, four areas where instructional coaching could have a major, positive impact. Although teachers reported that staff members at Areté are “Frequently held to high standards (4.1) and practicing and applying new skills with student in classrooms is *regarded* as important (4.1), they disclosed that only “Sometimes” do they *actually* receive on-going support in various ways to improve teaching (3.2) and only “Sometimes” does their professional learning *actually* include various forms of support to apply new practices. Also, professional development is only “Sometimes” differentiated to meet the needs of individual teachers who have unique backgrounds and different levels of experience (3.0) and only “Sometimes” is professional development perceived as job-embedded. These responses indicate that symbolically, professional development is a priority, but in reality, it does not provide teachers the support they need. This data combined with the emerging research on instructional coaching provides a strong rationale for having a full-time professional developer on staff at Areté.

Table 16: Select Responses from the Standards Assessment Inventory 2 Related to the Benefits of Instructional Coaching

| <i>Question</i>  | <i>Mean Score</i> |
|--|-------------------|
| Practicing and applying new skill with my students in my classroom are regarded as important learning experiences in my school   | 4.1               |
| In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data are used to plan professional learning. | 3.2               |
| Professional learning in my school includes various forms of support to apply new practices.   | 3.2               |
| Teachers in my school receive on-going support in various ways to improve teaching.  | 3.2               |
| In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.                            | 3.0               |
| Professional learning is available to me at various times, such as job embedded experiences, before or after school hours, and summer experiences                        | 3.0               |

Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5)

In an article written for *The School Administrator*, Knight (2006) talks about the promises of a quick solution. He calls one common fix the “attempt, attack, abandon cycle.” During this pattern, writes Knight,

...a new practice or program is introduced into a school and teachers make a half-hearted attempt to implement it. Then, before it has been implemented effectively and for a sufficient length of time, various individuals in the school begin to attack the practice or program and, not surprisingly, many of the teachers implementing it begin to lose their will to stick with the program. (para. 5)

Eventually, continues Knight, leaders reject the program, only to propose another program that is soon pulled into the same vicious cycle. Meaningful, sustained change will never result with the addition of “one more” program. Instructional coaching is one way to end this vicious cycle by providing sufficient support for real change to occur.

Areté Charter School does not currently employ a complete cadre of administrators but does have a literacy coach and program coordinator on staff, two outstanding professionals who wear many hats depending on the day of the week, including some of the duties of an instructional coach described here. Although no argument will be made in this document to discontinue the employment of a program coordinator or a literacy coach, a benefit-cost analysis should be conducted to estimate the strengths and weaknesses of alternatives that might better satisfy organizational needs. The best approach in terms of benefits in labor, time, and cost savings might be to maintain both positions and to hire an instructional coach as each position serves a very different function, and the addition of an instructional coach would allow the

program coordinator and literacy coach to better focus on the jobs they were hired to do. The program coordinator could focus on curriculum and her administrative duties, and the literacy coach could focus exclusively on building teacher capacity on knowledge, disposition, and skills for literacy. Furthermore, although an instructional coach is not an administrator, the coach should be the right-hand person to the principal when it comes to instructional leadership of the school. Hiring a coach would give the principal more time to focus on other important administrative responsibilities. In sum, an instructional coach makes it easier for all members of a school team to accomplish the goals of the school.

#### Workshops that Make an Impact

Workshops that make an impact are the new and improved “sit and gets” that for years have been the mainstay of professional development training days and the disdain of teachers. Workshops can be highly effective for introducing ideas as long as they are followed up with coaching support that ensures teachers are able to apply what they have learned in their own classrooms (Knight, 2011). However, after looking at over 200 studies of professional development, Cornett & Knight (2009) found that schools mostly provide one-shot traditional workshops and do not provide coaching follow-up. “Drive by” workshops without follow-up support seldom change professional practice and often has the unintended effect of making teachers feel worse for the wear (Knight, 2007). School districts typically spend 2.4 to 5.9 percent of the operating budget on professional development which is a “colossal waste of money and human potential” if it is spent on activities that actually make things worse (Knight, 2011, p. 133). However, workshops can make an impact when: (1) the partnership approach is applied; (2) principals, coaches, and learning teams are in sync with the professional learning



occurring within the workshops; (3) content and activities are designed thoughtfully; and (4) the teachers in attendance can apply the content of the workshop to their real lives. We begin with a review of the partnership principles and how they are expressed in workshops that make an impact.

### The Partnership Principles Applied to Workshops

1. *Equality: Workshop Presenters and Teachers are Equal Partners.* Leaders, acting on the principle of equality, see themselves as no better than anyone attending their workshops or presentations. If their actions embody authentic respect for others' ideas, gifts, and opinions, if they genuinely listen to and care about what other say, people will usually be open to hearing what they have to say. Equality does not mean that each participant has the same knowledge; instead, it means that each participant's opinion is important, and every point of view is worth hearing. In a workshop based on the partnership approach, all participants should feel that they are truly equal with the facilitator and everyone else.

2. *Choice: Teachers Should Have Choice Regarding What They Learn.* The most basic choice, of course, is whether or not to attend a workshop. If we want teachers to get the most out of workshops, we must provide them with choices that allow them to do their best to meet the Targets in the one-page plan. A teacher who has an average of 95 percent engagement in her classroom might not benefit from a workshop on engagement strategies and, if forced to attend, might resent wasting time. Given a choice, she might choose a workshop that would be much more useful for her and, ultimately, more useful for her students.

3. Voice: *Professional Learning Should Empower and Respect the Voices of Teachers.* If partners are equal, if they choose what they do and do not do, they should be free to say what they think, and their opinions should count. Facilitators working from the partnership perspective recognize that professional development must value the opinions of all participants, not just the ideas of the presenter. In fact, most learning is significantly limited unless the voices of more than one person are encouraged and heard. The simplest way workshop facilitators can encourage people to honestly share their ideas is to listen with every fiber of their being when participants speak. If they are going to be hard, participants need many opportunities to speak, sometimes in small groups, sometimes to the entire group, sometimes to partners, and sometimes in solitary writing.

4. Dialogue: *Professional Learning Should Enable Authentic Dialogue.* When partners act on the exhilarating belief that they are free to agree, disagree, and reflect on ideas as they choose, something marvelous can happen. When conversation opens up in a workshop, ideas can bounce around a room like balls in a pinball machine. In such a situation, a group can start to communicate so well that it becomes difficult to see where one person's thoughts end and other's begin. An exciting community of thought can arise, and a group can start to think as one big mind, one group of differently talented, unique individuals sharing the joy of muddling over a problem. This kind of communication can be called dialogue, and it is in many ways an honorable goal for any workshop.

5. Reflection: *Reflection Is an Integral Part of Professional Learning.* Offering workshop participants the freedom to consider ideas before adopting them is central to the principle

of reflections within the partnership approach to leading workshops. Indeed, reflective thinkers, by definition, have to be free to choose or reject ideas; otherwise, they are not thinkers at all. “The reflective teacher is first and foremost a decision-maker who must make his or her decisions consciously and rationally” (Brubaker, Case & Reagan, 1994, p. 121). Reflection is only possible when people have the freedom to accept or reject what they are learning as they see fit.

6. Praxis: *Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning*. Praxis becomes possible when teachers have many chances to mull over how they might plan to use the new ideas being discussed. For that reason, in a partnership workshop, teachers have a chance to reshape each new idea until they can see how it might look in their classroom. Furthermore, teachers have many opportunities to think about how to apply new ideas to their real-life practices. Because reflection is central to this approach to learning, praxis is impossible without a partnership relationship. “Praxis requires choice, deliberation, and decisions about what is to be done in concrete situation” (Bernstein, 2011, p. 160). In other words, if participants in our workshop are truly to make plans to use what we’re explaining, they must feel free to make their own sense of the materials. They have to be real partners, equal, free to say no, and, we hope, excited by possibilities offered by the new ideas being learned.

7. Reciprocity: *Workshop Presenters Should Expect to Get as Much as They Give*. Reciprocity is seeing learning as a mutually beneficial process. To accomplish this, presenters should ask questions whose answers they really do not know and then wait and listen carefully when people explore answers to the questions. When participants are

working on material that matters to them, and they say what they think, chances are they will discover something important, and since the facilitator is part of the participants' experience, she will benefit from their discovery as well. (Knight, 2011, pp. 135-138).

### Principals, Instructional Coaching, and Learning Teams In-Sync with Workshops

Administrators need to demonstrate and communicate that they value and believe in the learning that takes place in workshops by attending and frequently leading them. School principals should be seen as the head learner within the organization; if they don't show up at workshops, then teachers will wonder why. Principals, therefore, must ensure that workshops are so valuable that they genuinely want to attend.

Principals are responsible for several key factors to ensure workshops will have their intended impact: (1) planning must be intentional; (2) topics presented must help teachers learn specific practices that are listed on the Target; (3) principals must have a finger on the pulse of the school to know what teachers are currently most interested in learning; (4) principals must be open-minded and creative, providing professional development time for many different professional learning options such as curriculum mapping, identifying behavioral interventions, reviewing Flip camera videos of themselves teaching a lesson, or working in small groups with a coach, etc.; (5) principals should also ensure that a variety of topics are available for teachers to choose from in order to work on issues that are most important to them.

Workshops should be designed to complement the work that is taking place in intensive learning teams. For example, teachers might attend workshops to learn how to use formative assessments to guide their content planning that they will then talk more about in their intensive

learning teams, or workshops will be provided as an opportunity to take the work happening in an intensive learning team deeper. The workshops and professional learning taking place in intensive learning teams must be designed carefully to ensure that learning is productive, effective, and fun.

As already explained, workshops do not make an impact unless coaching is a component of the professional learning. Follow-up is a crucial component of workshops and ensures the content will actually get used. Time must be set aside for teachers to plan how, when, and where they will work with a coach to implement whatever is being described—workshops should set the stage for implementation. Also, as the principal’s right-hand person and co-instructional leader, the instructional coach can lead workshops. Last, when not leading workshops, coaches, like principals attend them as learners or co-facilitators.

### Workshop Design

Design is an important factor to consider when developing workshops that make an impact. Two factors are especially important to consider: (a) developing the content and activities, and (b) developing the presentation materials teachers will view. Workshops cannot be slapped together. Knight offers a process he uses when planning the content for a workshop. First he prepares by making sure he knows what he will be talking about. As a professional instructional coach, he is always reading professional material, taking notes, and thinking about how new information might fit into his next workshop. Once he knows what the topic will be, he brainstorms ideas using chart paper, sticky notes, and markers to create a visual outline or mind map of what he wants to present. Next, Knight organizes his ideas. Some make the cut and others fall to the wayside. Eventually, the ideas fall into order and Knight is able to sequence how he

will present the message or content he wants to share. Next, Knight methodically reviews his presentation outline and plugs in an activity to engage participants at least every 10 minutes. He considers what ideas need to be clarified, emphasized, or enhanced and where he must provide an alternative learning opportunity for participants to keep them energized. Just as important as the content is the presentation. Traditional PowerPoint slides (those with too many words) and printed slides are not particularly effective. Knight creativity uses simple words and pictures on slides to communicate his message.

Workshops that have an impact are relevant to teachers' real life. Participants need to be given opportunities to consider how content can be generalized and implemented in their own classrooms. To help participants reflect and generate dialogue, Knight suggests using what he calls "thinking prompts", any object facilitators can share to stimulate conversation and dialogue can function as a thinking prompt. Examples include, but are not limited to, film clips, digital recordings, photographs, cases, student work, songs, and paintings. "Thinking prompts", explains Knight (2011), "provide learners with an opportunity to consider the content being introduced to discuss prior knowledge and to explore the "real-world" positive and negative implications of the material being covered" (p. 155). What is important about the thinking prompt is not participants' immediate interaction with it, rather the dialogue that results as a consequence of experiencing the prompt.

In order for workshops to have their maximum impact, facilitators need to deliver the message powerfully. A presenter's delivery can make or break the presentation. Even the most knowledgeable experts can blow a presentation if they don't deliver their message in an engaging, delightful, or clear way. According to Gawande (2010), precise, simple language is

necessary if we want people to implement the practices we are sharing. Not using simple, precise language is a major reason why new ideas fail to take hold:

One study in medicine... examined the aftermath of nine different major treatment discoveries such as the finding that the pneumococcus vaccine protects not only children but also adults from respiratory infections, one of our most common killers. On average, the study reported, it took doctors 17 years to adopt the new treatment for at least half of American patients. What experts... have recognized is that the reason for the delay is not usually laziness or unwillingness. The reason more often that the necessary knowledge has not been translated into a simple, usable, and systematic form. (p. 133).

In addition to using language that participants can understand, facilitators need to connect with their audience by asking good questions, finding common ground, and building emotional connections (Knight, 2011, p. 160). Facilitators must also walk the walk. For example, an instructional coach who lectures on cooperative learning is going to lose credibility with teachers who will ask, "If cooperative learning is so good, why isn't he using it?" Facilitators need to keep workshop energy high. "Without the right quality, quantity, focus, and force of energy, we are compromised in any activity we undertake" (Loehr & Schwartz, 2003, p. 30). Finally, Knight tells us that using stories is a particularly engaging way to draw participants into our presentations. He says, "Each of us carries within us an encyclopedia of moving, humorous, and profound stories. This trick is to remember them and then retell them in a way that others recognize as storytelling. These short stories should be integrated into workshops because when used to educate, they enable a partnership between speaker and listener that communicates in a ways that differ from other forms of communication. A story provides context for understanding.

“To hear an effective story is to be reminded that we are alive, sharing the world with other people who know and have experienced events that are similar to those that make up our lives... good stories... remind us of our humanity—an important component of the partnership approach” (Knight, 2011, p. 170).

### Rationale for Workshops that Make an Impact at Areté

Results of the SAI2 paint an interesting picture of professional learning at Areté showing that, on average, teachers “Frequently” think that practicing and applying new skills with their students in their own classrooms (praxis) is important within the organization (4.1). However, on questions related to how often leaders are in-sync with professional learning and how often leaders regard professional learning as a top priority for all staff, the average responses were above “Sometimes” but not “Frequently” (3.7 each). As we learned, principals set the tone for professional learning and as the head instructional leaders of the school, their genuine support for professional learning, especially as demonstrated by delivering or attending professional development workshops, is crucial. Teachers also revealed that their professional learning does not “Frequently” support teachers to develop, expand, and deepen their learning over time (3.6). Also, teachers only “Sometimes” feel supported in ways to improve teaching (3.2). Workshops that are integrated with the Target and supported by follow-up instructional coaching could ameliorate this issue. More concerning, however, are the even lower average responses to questions regarding teachers’ input regarding the content of their professional learning. One of the most important jobs of the principal (and the instructional coach if there was one on staff) is to have a thumb on the pulse of the teachers—to know and understand what concerns they



have—and to be ready with a menu of appropriate workshops to make a difference by meeting teachers' different needs.

Table 17: Select Responses from the Standards Assessment Inventory 2 Related to the Benefits of Workshops that Make an Impact

| <i>Question</i>  | <i>Mean Score</i> |
|--|-------------------|
| Practicing and applying new skill with my students in my classroom are regarded as important learning experiences in my school   | 4.1               |
| My school leaders are active participants with other staff members in the school's professional learning.  | 3.7               |
| My school's leaders regard professional learning as a top priority for all staff.  | 3.7               |
| In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.                                     | 3.6               |
| Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.   | 3.4               |
| In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data are used to plan professional learning. | 3.2               |
| Professional learning in my school includes various forms of support to apply new practices.   | 3.2               |
| Teachers in my school receive on-going support in various ways to improve teaching.  | 3.2               |
| In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.                            | 3.0               |
| Teachers' input is taken into consideration when planning school-wide professional learning.   | 2.8               |

Don't Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5)

In defense of the current leadership team at Areté, the mean scores indicated above most likely are not a true indication of what was intended for the faculty or what has already been noted and is already in the process of being addressed. The principal, Dr. Day, was hired mid-year and had to hit the pavement running with a laundry list of priorities and responsibilities, the least of which was to simply learn about the organization and figure out who her faculty was. The principal at the Upper Campus resigned halfway through the year and leadership responsibilities for professional learning were assumed by teachers who willingly and graciously filled the gap. Considering the change the school experienced in the past year, it is surprising that the mean scores were as high as they are. Nonetheless, with the data in hand and a new school year approaching, and with the support of other school leaders, including an instructional coach, Areté is in a good position to develop a Target and develop workshops to make an impact.

### Intensive Learning Teams

Intensive Learning Teams (ILTs) are about collaborative learning to integrate by working from the partnership principles, by addressing impact issues, by using partnership facilitation, and by following the ILT process. We begin with a description of what ILTs are and the research on collaborative learning and then explore how they fit into the new model for teacher professional development at Areté.

#### Description

In education, there are several successful approaches to group learning already being implemented in schools including data teams, professional learning communities, and positive

behavior supports (Knight, 2011, p. 176). Each of these collaborative teams has its own purpose and agenda. Intensive learning teams are different. Unlike professional learning communities based within schools that meet weekly, ILTs assemble teachers from across a district for short, intensive collaborative meetings to polish or reinvent the course or grade that they share responsibility for teaching. For example, an ILT might bring together all English teachers teaching Grade 6 for five full days across an academic year to rewrite sixth-grade English curriculum. The team could also use the time to “create common formative or summative assessments, explore and integrate new teaching practices, develop behavioral expectations, identify other high-leverage ways of improving what or how they teach, or consider how to implement other curriculum, teaching, or resource materials or practices” (Knight, 2011, p. 177). The rationale for ILTs is to not only have the opportunity to build knowledge and gain exposure to thoughts, ideas, and practices from professionals one would not otherwise have contact, but to build a connection between related schools and faculties in order to define and clarify what this organization represents and has to offer—a family reunion of sorts where the purpose of gathering is to engage in what Covey (1989) termed “habits of highly effective people”—in this case, to be proactive, begin with the end in mind, put first things first, sharpen the saw, and synergize.

ILTs consist of several components. First, the facilitator (often an instructional coach) meets with every participant individually prior to the meeting to (a) ensure that everyone understand what the goals and procedures of an ILT are, (b) gather data about teachers’ assessment of students’ strengths and needs, and (c) invite teachers to participate in an upcoming ILT. Then, at the beginning of the first session of the ILT, the ILT facilitator reports

to the group what she heard during the interviews. Team members begin their work by establishing priorities and norms for how the team will function, and then the real work begins: curriculum development. Usually, this involves analyzing the standards, developing essential questions, and creating learning maps. In addition, ILTs are at liberty to explore other issues that concern members such as learning how to build a positive classroom culture, how to check for understanding, how to celebrate successes, etc. At the end of each ILT session, time is reserved for teachers and instructional coaches to discuss how instructional coaches can best support implementation of the new practices in classrooms.

To create the setting for effective team learning, challenges need to be considered. Group meetings and group work are notorious for being unproductive, dehumanizing, and a waste of time. "...the fact remains that teams, because they are made up of imperfect human beings, are inherently dysfunctional" (Lencioni, 2002, p. vii). Knight writes, "To create the setting for successful team learning, leaders must consider specific factors when designing the structure for team interactions and keep an eye on those factors during the minute-by-minute motions of the team" (2011, p. 178). First, the teams must be grounded in the partnership principles so all participants have equal input into whatever the team creates. Second, the teams need to be led through the use of partnership facilitation skills. And always, the teams need to be focused on the Target.

### The Partnership Principles Applied to Intensive Learning Teams

1. Equality: *Team Members are Equal Partners*. Teams founded on the partnership principles are structured so that each member has a chance to shape and refine whatever the team creates. As an equal member on a team, my voice counts as much as anyone's

and no one else's voice should silence mine or anyone else's. Team facilitators acting on the principle of equality see themselves as equals facilitating, not supervising. They recognize their role is to establish processes that enable the teams to be productive and not to lead a team to a predetermined outcome.

2. *Choice: Teachers Should Have Choice Regarding What They Learn.* Choice is essential within partnerships. Telling professional exactly what to do and giving them little choice is a sure-fire way to decrease motivation and increase resistance. Teachers, like all knowledge workers, want to be a part of the thinking behind the work they do (Davenport, 2005), and they want to have some say in the goals they pursue (Pink, 2009). Therefore, providing teachers with choices is essential for any team or learning community to be productive and effective. But choice without structure is not the answer. Too much choice can be counterproductive (Schwartz, 2004). A balance of structure and choice (freedom within form) is an essential attribute of any community of learners. To be productive and to respect the voices of teachers, team must employ structures that move the collaborative work ahead efficiently while also honoring the choices of teachers.

3. *Voice: Professional Learning Should Empower and Respect the Voices of Teachers.* A learning community won't feel authentic and meaningful for people unless their ideas are heard and they have real input into the process and outcomes. The way teams are facilitated and led, in large measure will, determines whether or not teachers feel they have a voice. Facilitators must listen carefully to each participant, paraphrase what they have heard, and build bridges, where possible, between different perspectives. At times,

this may mean intervening to ensure tensions between participants don't get out of hand and interfere with group learning. Often the most important thing a facilitator can do is silence her own voice so that everyone else can speak. Partnership facilitators must make it their constant goal to acknowledge, even celebrate, the voices of all participants.

4. Reflection: *Reflection Is an Integral Part of Professional Learning*. More than anything else, a team or learning community is a setting where people can think together. Unfortunately, under intense pressure to deliver improved achievement scores, teachers find it hard to pause and think when they feel as if everyone is watching what they are doing. York-Barr, Sommers, Ghore & Montie describe this challenge in *Reflective Practices to Improve School* (2005):

The demand for accountability and the steady flow of curricular and instructional initiatives add to the pressured context of teaching... To change our practices, to change our beliefs, and to alter our own theories of change, we must slow down and have reflective conversations that allow us to think through possible changes... Shifting from a culture of doing to a culture of learning and doing, however, is not easily accomplished. (p. 3)

Teams such as ILTs are one way to foster the shift to a “culture of learning and doing” by providing ample opportunities for educators to think with others about how they will teach. Thus, partnership facilitators recognize that their primary duty is to create activities that allow for participants to explore and reflect with others as they create tools that can be used in the classroom.

5. Dialogue: *Professional Learning Should Enable Authentic Dialogue*. One of the challenges of creating an effective team is to structure conversations so participants move away from interactions that are confrontational and polarizing to conversations that are dialogical and unifying. Confrontational conversations are those where one person offers an opinion, whereupon others talk about why they agree or disagree. These kinds of conversations are often competitive—where people win if their opinion is accepted and lose if their opinion is rejected. Confrontational conversations do not foster learning because they do not tap into the wisdom of everyone in a group. Also, confrontational conversations have negative emotional side effects. They are about winning or losing and if you lose, you may feel bad about that. Furthermore, confrontational conversations often silence participants who don't want to enter into the battle. Thus, good ideas are lost, and good people end up being alienated by the process. Dialogical conversations move away from confrontational to mutual pursuits of truth. The goal is for everyone to think together, not for everyone to accept or reject one person's ideas. Thus, during dialogue, the group's goal is to get to a point where they lose sight of who said or proposed what, and everyone collaborates to explore together whatever is being explored.

6. Praxis: *Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning*. In large measure, a team or learning community lives or dies based on whether or not praxis is honored. When sessions are designed with praxis in mind, real-life application is always a part of the conversation. People are not talking about ideas that they might use some day. With praxis, there is no gap between knowing and doing because people are learning and making plans to use ideas right away in the classroom.



7. Reciprocity: *Participants Benefit from Mutual Give and Take*. Reciprocity leads to the kind of mutually humanizing conversations that are necessary in productive, collaborative learning. Margaret Wheatley, author of *Turning to One Another* (2002) writes, “If we can sit together and talk about what’s important to us, we begin to come alive. We share what we see, what we feel, and we listen to what others see and feel” (p. 3). With give and take, sharing, and learning are all wrapped up in one experience, we feel energized, valued, connected, and alive... human. Unfortunately, positive, meaningful conversation is not always common in an organization, including schools. That makes ILTs all the more important because they provide a setting where reciprocal dialogue can become the norm. Indeed, when effectively facilitated and structured, ILTs can be springboards for re-culturing schools (Knight, 2011, pp. 178-182).

#### Principals, Instructional Coaching and Workshops Integrated with Intensive Learning Teams

In order for ILTs to have real impact, on teachers’ instructional practices and student achievement, the goals of the teams need to address the Target and be supported by the principal, instructional coaching, and workshops that make an impact. The Target provides clarity and focus so everyone’s efforts are aligned. Without clarity, precious time and energy is wasted. But with focus, sizeable change can occur as explained by Lencioni (2010), “An organization that has achieved clarity has a sense of unity around everything it does. It aligns its resources, especially the human ones, around common concepts, values, definitions, goals, and strategies, thereby realizing the synergies that all great companies must achieve” (p. 153). It is the principal’s job to support the professional learning that occurs in ILTs and to observe

teachers' progress to see how well they implement new practices and to see how well these practices support student learning. Instructional coaches provide support in the classroom where the nuts and bolts of implementation of new learning takes place. Instructional coaches ease teachers' burdens by preparing and providing materials, modeling new practices, and gathering data that enables revisions to be made if necessary. Instructional coaches also play a major role in running ILTs. They facilitate planning, discussions, and small-group sessions... anything to help the team accomplish its goals. Last, workshops delivered to the faculty must be aligned to the goals of the Target and the work of ILTs. Workshops provide opportunities for teachers to deepen their understanding of new teaching practices or to introduce teaching practices that will become the center of conversation in ILTs. The important thing about the Target, principals, coaches, workshops, and ILTs is that they are all aligned providing the organization focus which will propel it forward.

#### The Research Base Supporting Intensive Learning Teams

Perhaps no other name in the field related to the power of teams and collaborative learning is better known than Senge who, in 1990, published *The Fifth Discipline*, now considered the seminal work on the topic of learning organizations. Knight's Partnership Principles have much in common with Senge's five disciplines, especially the leaders' focus on creating a culture where people feel safe to share their thoughts, ideas and feedback across functions and levels in order to achieve results greater than the sum of their individual effects. As maintained by Knight (2011), this atmosphere is only fully realized within a school organization when all members of the school team are treated as equal partners, when teachers have choices in what and how they learn, when a teacher's voice is respected, and when learning

from each other is rooted authentic dialogue. In essence, both Senge and Knight are saying at a theoretical level, a learning organization must respect the humanity of the people who work within the system and fully appreciate the complexity of how people change and grow.

Table 18: Senge's Five Disciplines

|   |
|---|
| 1) Personal mastery is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively. |
| 2) Mental models are deeply ingrained assumptions, generalizations, or even pictures of images that influence how we understand the world and how we take action.                     |
| 3) Building shared vision is a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance.                             |
| 4) Team learning starts with dialogue, the capacity of members of a team to suspend assumptions and enter into genuine thinking together.   |
| 5) System thinking is The Fifth Discipline that integrates the other four.  |

Source: Peter, S., (1990). The fifth discipline. *The Art & Practice of Learning Organization*. Doubleday Currence, New York.

Senge's work had a major influence on the development of professional learning communities (Knight, 2011, p. 205). Hord and Sommers' *Leading Professional Learning Communities* (2008) and DuFour and Eaker's *Professional Learning Communities at Work* (1998) are seminal works in this area, the first to introduce the idea that groups of teachers can and should come together to ensure that students are not simply taught but that they actually learn (DuFour, 2004). Since the introduction of professional learning communities, a growing body of research evidence does indicate that teacher collaboration is a best practice. Teachers who met regularly to review student work gained greater understanding of their students' reasoning and adapted their classroom practices to accommodate their new knowledge (Borko, 2004; Gearheart & Osmundson, 2008). Teachers are more likely to collect and use data

systematically when they work together as a group (Ingram, Louis & Schroeder, 2004). Collaboration groups are more effective when leaders support the inquiry and when norms for productive work routines are established (Marsh, Pane & Hamilton, 2006; Young, 2006). Other factors associated with keeping learning teams on track and focused include sufficient time, appropriate training and inquiry skills, protocols to guide discussion, and skilled facilitators to keep the group focused on the agenda and goals of the group rather than sharing “war stories” (Cochran-Smith & Lytle, 1999; Gearheart & Osmundson, 2008; Ingram, Louis & Schroeder, 2004; Nelson, Slavit, Perkins & Hawthorne, 2008).

DuFour (2004) says that despite this compelling evidence that indicates working collaboratively is best practice, even in schools that endorse the idea of collaboration, teachers across the nation continue to work in isolation. Some teachers think collaboration is simply another term for congeniality; consequently, their willingness to “collaborate” stops at their classroom door. This does not appear to be the case, overall with teachers in the county where Areté Charter School is located including teachers who teach at Areté Charter School who are required to participate in a collaborative professional learning community. Although ILTs are not the same as the professional learning communities that all public school teachers are required to participate in, the concept that teachers work together to identify common challenges, analyze relevant data, and test out instructional approaches is not foreign. On a district-wide teacher survey in 2012-2013, 77 percent of the 2,760 teachers who took the survey, which may or may not have included responses from Areté teachers, either agreed or strongly agreed with the statement, “Our collaborative team fostered sharing of strategies and professional practices.” This is strong evidence that teacher inquiry in this district is well

regarded indicating that teachers might be turned on by the idea of taking their inquiry to the next level by participating in ILTs.

#### Rationale for Intensive Learning Teams at Areté

Several questions on the SAI2 focused exclusively on learning communities as it is one of the seven standards for professional learning. Although there is clear evidence that the purpose of collaboration is improve student learning, the school has policies and procedures that support the vision for learning communities, and learning communities meet often, teachers indicated that the partnership principles are not frequently evident in their collaborative work. For example, teachers, overall do not find that members frequently hold each other accountable to achieve the school's goals (3.4), and only "Sometimes" do learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the members. These indicators suggest that some interactions between members of collaborative learning teams are confrontational as opposed to dialogical and unifying. Also, tension between group members might be causing interference with learning. In any event, ILTs facilitated by an instructional coach could go a long way to improve the quality of collaborative inquiry at Areté.

Table 19: Select Responses from the Standards Assessment Inventory 2 Related to Learning Communities

| <i>Question</i>   | <i>Mean Score</i> |
|---|-------------------|
| Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members. | 4.1               |
| My school system has policies and procedures that support the vision for learning communities in schools.   | 3.9               |
| Learning communities in my school meet several times per week to collaborate on how to improve student learning.  | 3.6               |
| In my school’s learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).                    | 3.6               |
| All members of the learning communities in my school hold each other accountable to achieve the school’s goals.   | 3.4               |
| In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the members.  | 3.1               |

Don’t Know (0), Never (1), Seldom (2), Sometimes (3), Frequently (4), and Always (5)

## Partnership Communication

Partnership communication is about communicating, relating, and connecting by working from the partnership principles and is the mortar that holds the bricks of the model together.

Partnership communication is characterized by people who are committed to listening, who ask good questions, who seek common ground, who control difficult emotions, and who turn toward love. Knight says that by positioning ourselves as partners with our colleagues, the partnership principles set us up to communicate in ways that enrich our lives and the lives of others; however, if we only pay lip service to partnership and communicate in ways that are inconsistent with the principles, our colleagues will see us as hypocrites and we will not earn their respect or loyalty. “Like so much in leadership and life, we need to walk the talk” (Knight, 2011, p. 209).

Listening is a rare commodity these days, writes Knight, where “our conversations at home, at work, and in the community are often more about jockeying for airtime than really communicating” (2011, p. 209). Authentic, respectful dialogue is a two-way process, and for it to be a humanizing experience, we need to remember the importance of reciprocity—we need to take in at least as much as we put out. In other words, we need to be good listeners. Knight offers the following high-leverage listening strategies that can be mastered to help us to become better listeners, or at a minimum help us look like we are listening... and when applied with discipline, possibly make us a better person:

- Make the decision to really listen
- Be the listener, not the speaker
- Pause and think before you respond and ask, “Will my comment open up or close down this conversation?”

Asking questions can really open up a conversation and people who ask good questions demonstrate what Tony Stoltzfus in *Coaching Questions* (2008) calls “conversational generosity.” Three simple yet powerful questioning strategies include:

- Be curious
- Ask open-ended, opinion questions
- Be nonjudgmental

Trust is an important factor in communication. Questions will fail to improve dialogue and trust will not develop if we pass judgment on the answers say Reina & Reina (2006); therefore, when asking questions, we need to listen without assumptions and without prejudging. Also, we must resist the desire to give advice unless it is explicitly asked for.

As we experience life, Knight (2011) says that it is very easy to lose sight of how much we hold in common with others. He adds that this can be especially true for leaders who undertake a change initiative because it is so easy to become frustrated when others’ legitimate struggles and questions can slow down the process that we are championing. Another important listening skill then, is to look for what we have in common with others. We have better relationships when we find common ground, and being intentional about finding common ground is a crucial part of effective communication. Strategies include:

- Commit to finding common ground
- Seek common denominators and avoid common dividers
- Use words that unite and avoid word that divide



A basic assumption at the heart of the partnership approach is that people are allowed to be authentically who they are; this includes the right to experience the full scope of human emotions including those that are nourishing and constructive like love, joy, satisfaction, and contentment, *and* those that are not so pleasant like fear, uncertainty, and anxiety. However, it is often the negative feelings that impede communication if they are not controlled. For this reason, strategies to deal with those destructive emotions that inevitably surface in a learning organization are offered by Knight (2011) p. 227:

- Name It. Identify situations where your buttons might be pushed.
- Reframe It. (a) Choose to adopt a growth mindset, a belief that you can change the way you react when others push your buttons. (b) Change the way you think about emotionally difficult conversations by adopting a new frame for understanding them. See yourself as a listener, learner, game player, or a detached observer.
- Tame It. Use one of the following strategies to keep your emotions under control: (a) buy time, (b) rewind the tape, (c) break vicious cycles, (d) equilibrate the conversation, and (e) avoid making assumptions.

The last way to open-up communication is to move towards love. "... whether people are struggling to save a marriage, to cooperate in a family crisis, or to build rapport with a difficult boss, they usually have one thing in common: They need to share emotional information that can help them feel connected (Gottman & DeClaire, 2001, p. 3). Many organizational leaders are well known for their frequent and explicit emotional expressions of love for their employees including Herb Kelleher, the CEO of Southwest Airlines, who said that "a company is much

stronger if it is bound together by love rather than by fear” (Fullan, 2011, p. 156) and Tim Sanders, former chief solutions officer at Yahoo! who said, “I don’t think there is anything higher than love... Love is so expansive... Love is the selfless promotion of the growth of the other” (Fullan, 2011 p. 101). In *The Six Secrets of Change* (2011), author Michael Fullan named “love your employees” as one of the six secrets to organizational success. And, after researching incredibly successful organizations that they call “Firms of Endearment”, Sisodia, Sheth & Wolfe (2008) came to the following conclusion:

It is not possible to fully understand how Firms of Endearment outperform their closest competitors without understanding the role of love in their success. Firms of Endearment executives lead with strong spines and dedicated resolve, but they retain the capacity to love and inspire love—in the workplace, in the marketplace, and across the full spectrum of their stakeholder groups (p. 103).

Knight says if love is the defining characteristic of so many successful organizations including airlines, food stores, running shoe companies, and carmakers, surely it has an important place in schools. Fullan explains that loving your employees is about creating the conditions that enable people to succeed, growing their skills, and empowering them to find meaning by fulfilling their goals. In order to translate the idea of love into the workplace, however, leaders need to be skilled communicators in ways that express and foster emotional connection.

- Pay attention to the emotional “bids” from others
- Make lots of bids, and respond to lots of bids

- Let it go... Don't try to control the emotions of others

Excellent communication skills are at the heart of human interaction and are demanded by the model for professional development presented here. Some people are naturally skilled communicators but we can all become better if we commit to listening, ask good questions, find common ground, control difficult emotions, and bring more love into our relationships.

Partnership communication at Areté will be demonstrated in all elements of the model especially by the principals who are the organization's lead designers and instructional leaders and who are responsible for initiating the change. Also, partnership communication is vital for the success of instructional coaching. Without excellent communication, the instructional coach will not be able to develop and nurture the one-on-one relationships she will need in order to build trust and support teachers in their classrooms. Last, at the heart of the school are the teachers who also need to be skilled listeners and who are communicators extraordinaire as their work depends on their ability to connect with dozens of children every day. They, too, need to be adept partnership communicators as they collaborate and share their needs with leaders, coaches, and other teachers.

### Summary

- Teachers at Areté were given a survey to provide data on the quality of professional learning within the school and to determine the school's alignment of professional learning to the nation's Standards for Professional Learning. Lower than national average scores on every standard indicate that a new model for professional development could have a positive impact on teachers' professional learning.

- A good theory of action trumps technique because it gives you a grip on the underlying reasons behind actions and their consequences (Mintzber, 2004). The theory of action, or model, proposed is Jim Knight’s work on “high impact learning” and the “partnership approach.”
- The model advanced here is about dramatically improving teachers’ capacity to teach by, first and foremost, celebrating the professionalism of teachers and humanizing the profession, but it is also achieved by maintaining focus and by employing leverage, simplicity, and precision.
- Partnership is the theory, or “gravity,” behind unmistakable impact that recognizes the complexity of helping others and is grounded in six principles including: 1. Equality, 2. Choice, 3. Voice, 4. Reflection, 5. Dialogue, and 6. Praxis.
- The framework of the model is comprised of the five distinct yet coordinated elements: (1) Principal as Leader and Designer, (2) Instructional Coaching, (3) Workshops that Make an Impact, (4) Intensive Learning Teams, and (5) Partnership Communication.

Through targeted, consistent professional learning that is done with teachers, not to teachers, a school can translate staff members’ joy of learning into high-leverage practices that achieve dramatic student outcomes.

## CHAPTER THREE: MODEL ANALYSIS AND EVALUATION

### Goals of the Model

With little time and limited resources available for professional development, it was of particular importance to develop or find an unambiguous model for teacher learning at Areté that would lead to program choices with a high probability of increasing teacher capacity as well as improving student learning. A model for professional development utilizing the Partnership Approach (Knight, 2007, 2011), informed by the current research literature, and aligned to Learning Forward's Standards for Professional Development with the goal of humanizing the profession and offering a clearly articulated philosophy and set of actions was presented. Core elements of the model included the principal as a designer, instructional coaching, workshops that make an impact, intensive learning teams, and partnership communication that, when used together, would result in:

- **Humanizing Professional Learning:** This model puts humanity at the heart of the matter by recognizing the complexity of change and by acknowledging and celebrating the professionalism of teachers.
- **Focused Professional Learning:** This model achieves results by focusing principals, coaches, workshops, and teams on achieving the Instructional Improvement Target.
- **Leverage:** This model seeks out and implements high-leverage teaching practices and high-leverage professional learning experiences. Some forms of professional learning have more impact than others. For example, the model does not endorse one-shot, stand-alone workshops that are not linked to other forms of professional learning.

Additionally, this model utilizes instructional coaching in order to ensure that teachers receive the individualized support they need to fully transfer new teaching practices to the real-world context of their classrooms.

- **Simplicity:** This model addresses the complexity of school improvement by refining plans to be as clear, actionable, and simple as possible.
- **Precision:** This model achieves improvement through precise explanations of practices.

Long-term, the goal of the model is not only to sustain school success but propel it forward. The highest goal of this model is for Areté Charter School to maximize and achieve its potential as an authentic, meaningful, joyful place of learning for both students and teachers alike. This means that teachers who are offered employment at Areté decide to stay with the organization from year to year as they grow in capacity and realize their full professional impact on student achievement.

### Anticipated Changes

Areté is already a great school. The school has a noble mission, talented leaders, hard-working teachers, and dedicated support staff that have worked tirelessly every day over the past 14 years to build a school that has earned an outstanding reputation within the community. So great is the success of the school that it is in various stages of replication across Central Florida and parents put their children's names on waiting lists to get in. This model of professional development is humbly presented not as a proposal to change a broken system, rather it is offered as a tool to adjust one part of the complex machinery that is Areté Charter School.

Nonetheless, even minor adjustments have the potential to greatly improve the operation of even the most complex engine.

If Areté leaders do implement the new model for teacher professional development as proposed within this document, some changes will be made. First, the principals will be embraced as both the lead learners and the instructional leaders of the school—minor adjustments to a casual observer, but a major shift in self and project-management on the part of traditional administrators who must master a host of new skills as they let go of some control and build a school culture based on the partnership principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity. One of the more obvious changes will be the increase in teachers' input and collaboration with leaders as all faculty members work together to create a one-page School Improvement Target. The plan also includes the employment of an instructional coach who will support and help individual teachers seek out, learn, implement, and master new teaching practices. Also, intensive learning teams will meet throughout the year, a change that will unite teachers from different Areté franchises by bringing them together to collaborate and share best practices. Together, these changes will result in a measurable transformation in the school culture, one based on partnership rather than top-down directives—a culture that truly embraces the professionalism of teachers. One of the most notable changes will not be observed until a year or two after implementation... a more stable faculty comprised of more skillful teachers who are more dedicated to the organization.

Adopting this model will ask a lot of everyone in the school. Knight (2011) admits that leading (and teaching in) what he calls an impact school is not for the faint of heart (p. 240).

However, to fully realize its vision to work in partnership with the family and community with the aim of helping each child reach full potential in all areas of life, the school will first have to work in true, authentic partnership with its teachers, its most important organizational resource. Likewise, the promise to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual and social skills as a foundation for life falls short if teachers are not assured that their own intellectual, emotional, spiritual, and social needs will be honored, too. A fully realized impact school is characterized by the quality and respect of the conversations taking place there and embodies a love of learning that is modeled by everyone in the school, says Knight (2011, p. 240). When teachers are not treated as equals, when they are denied choices related to their professional work, when their voices are not cherished, when they are not fully supported in their professional learning and classroom endeavors, they cannot achieve the balance that is central to the school's philosophy. Teachers recognize the inherent value of each and every student who attends Areté; they celebrate positive human values such as empathy, support, love, trust, and respect. So, too, should all teachers be valued—as true partners.



Alignment of Model to Goals

Table 20: Logic Model for Teacher Professional Development at Areté Charter School

| Planned Work  |   | Intended Results   |  |                            |
|---|---|--|--|----------------------------|
| Resources/Inputs  | Activities  | Outputs  | Outcomes   | Impact                     |
| Support from the organization's Board of Directors  | Partnership Communication*<br>Authentic Leadership<br>Development of a one-page Instructional Improvement Target* | Focus<br>Leverage<br>Simplicity<br>Precision<br>Partnership<br>Professional development that is humanizing | Students learn more effectively  | Higher student achievement |
| Leaders with expertise and necessary skills to lead a learning organization and implement the model           |   |  |  |                            |
| Sufficient staff with expertise and leadership skills to be on the Target Design Team* and champion the model |   |  | Partnership Communication*<br>Coaching activities that support the Instructional Improvement Target*, Workshops that Make a Difference*, and Intensive Learning Teams* | * Elements of the model    |
| Instructional Coach* with expertise and skills to support the Instructional Improvement Target* goals         |   |  |  |                            |
| Staff willing to support the model and participate in Intensive Learning Teams*                               |   |  |  |                            |

### Model Evaluation

This model for teacher professional development has several identified goals, some that will be easy to evaluate using an objectives oriented approach and others that will be better evaluated using a participant oriented approach; therefore a combination of evaluation strategies will be used (See Tables 21 and 22). The objectives oriented approach is concerned with the results of tests and data to see if the original objectives of the program were met. The participant oriented approach is mainly concerned with *what is* as opposed to *what was meant to be* and will necessitate the evaluator to spend more time observing the program for what is taking place, what stakeholder groups think and need, and preparing informal reports. Both sets of data will be used to identify issues of the model and to determine whether or not the model is meeting its intended goals.

Table 21: Objective Oriented Approach Evaluation Questions and Implications

| <b>Question:</b>   | <b>Yes</b>  | <b>No</b>   |
|--|---|---|
| 1. Does the model have support from the organization's Board of Directors? | <p style="text-align: center;"><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• The philosophy behind the model is aligned to the vision and mission of the organization.</li> <li>• The board recognizes that a change initiative can improve professional development at Areté.</li> </ul> | <p style="text-align: center;"><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• The purpose for selecting this model should be reconsidered and/or the philosophy for using this model is not aligned to the organizational vision or mission.</li> <li>• A new model based on the correct theory should be promoted and/or no changes to the current model of professional development should be made.</li> </ul>                                   |
| 2. Have critical program activities been delivered as planned?             | <p style="text-align: center;"><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• The theory behind the model is correct.</li> <li>• Stakeholders are committed to the model.</li> <li>• The model is working.</li> </ul>  | <p style="text-align: center;"><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• Lack of commitment from one or more stakeholder group(s); and/or</li> <li>• Lack of understanding how the model is intended to work; and/or,</li> <li>• Lack of pre-requisite communication/facilitation skills on part of leaders/instructional coach, or other stakeholder group.</li> <li>• The model will not meet all or some of its intended goals.</li> </ul> |

| <b>Question:</b>   | <b>Yes</b>  | <b>No</b>   |
|--|---|---|
| 3. Have teachers' responses to the second administration of the Standards Assessment Inventory 2 improved since the first administration in May of 2014?                                     | <p data-bbox="947 402 1115 435"><i>Implications:</i></p> <ul data-bbox="716 472 1346 672" style="list-style-type: none"> <li data-bbox="716 472 1346 586">• The new model is better aligned to the Standards for Professional Development than the old model.</li> <li data-bbox="716 597 1346 672">• The implementation of the new model improved professional learning at Areté.</li> </ul> | <p data-bbox="1587 402 1755 435"><i>Implications:</i></p> <ul data-bbox="1377 472 1961 639" style="list-style-type: none"> <li data-bbox="1377 472 1961 548">• The theory behind the model is the wrong or incomplete; and/or,</li> <li data-bbox="1377 560 1961 639">• The model was not implemented with fidelity.</li> </ul>   |
| 4. Have improvements been made as described in the Target as indicated by objective measurements (i.e., student achievement scores, grades, parent survey result, number of referrals, etc). | <p data-bbox="947 711 1115 743"><i>Implications:</i></p> <ul data-bbox="716 781 1346 850" style="list-style-type: none"> <li data-bbox="716 781 1346 850">• The new model works to improve focus, simplicity, and precision.</li> </ul>   | <p data-bbox="1587 711 1755 743"><i>Implications:</i></p> <ul data-bbox="1377 781 1961 948" style="list-style-type: none"> <li data-bbox="1377 781 1961 857">• The problem of practice is too complex for the model to address; and/or,</li> <li data-bbox="1377 868 1961 948">• The model was not implemented with fidelity.</li> </ul>  |
| 5. Do fewer teachers quit working at Areté from year to year (for reasons related to teacher satisfaction)?  | <p data-bbox="947 1036 1115 1068"><i>Implications:</i></p> <ul data-bbox="716 1073 1346 1240" style="list-style-type: none"> <li data-bbox="716 1073 1346 1240">• The new model of teacher professional development contributes to an improved school culture where teachers are treated as professionals.</li> </ul>   | <p data-bbox="1587 1036 1755 1068"><i>Implications:</i></p> <ul data-bbox="1377 1105 1961 1386" style="list-style-type: none"> <li data-bbox="1377 1105 1961 1182">• The problem of practice is too complex for the model to address; and/or,</li> <li data-bbox="1377 1193 1961 1269">• The model was not implemented with fidelity; and/or,</li> <li data-bbox="1377 1281 1961 1386">• The teachers who leave voluntarily were not a good match with the organization to begin with.</li> </ul> |

Table 22: Participant Oriented Approach Evaluation Questions and Implications

| <b>Question/What to Look For:</b>  | <b>Possible Indicators:</b>  | <b>Yes</b>  | <b>No</b>  |
|--|--|---|--|
| <p>1. Is professional development rooted in the Partnership Principles?</p> <ul style="list-style-type: none"> <li>• Equality-professional learning is done with teachers rather than training done to teachers.</li> <li>• Choice-teachers should have choice regarding what and how they learn.</li> <li>• Vice-professional learning should empower and respect the voices of teachers.</li> <li>• Reflection-reflection is an integral part of professional learning.</li> <li>• Dialogue-professional learning should enable authentic dialogue.</li> </ul> | <ul style="list-style-type: none"> <li>• 75% of members on the Target Design Team are teachers.</li> <li>• 80% of teachers support all goals of the Target with at least a level 8 or higher on a scale of 1-10.</li> <li>• 80% of teachers report overall satisfaction with principal as lead learner, instructional leader, and designer.</li> <li>• 80% of teachers report overall satisfaction with support provided by individualized instructional coaching.</li> <li>• Teachers report overall satisfaction with content and number of workshops provided.</li> </ul> | <p><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• The model successfully nourished humanity of teachers.</li> <li>• The professionalism of teachers was acknowledged &amp; celebrated.</li> <li>• The school culture is based on collaboration; not top-down directives.</li> <li>• The school will be characterized by the quality and respect of the conversations taking place there.</li> <li>• Teachers come to work excited by the prospects of what new idea or practice they might do every day.</li> <li>• Professional development is focused, leveraged, and simple.</li> </ul> | <p><i>Implications:</i></p> <ul style="list-style-type: none"> <li>• The model is not being implemented with fidelity; and/or,</li> <li>• Lack of commitment from one or more stakeholder group(s); and/or</li> <li>• Lack of understanding how the model is intended to work; and/or,</li> <li>• Lack of pre-requisite communication/facilitation skills on part of leaders/instructional coach, or other stakeholder group; and/or,</li> <li>• The model is not working; therefore, the model will not meet its goals; and/or</li> </ul> |

| <b>Question/What to Look For:</b>  | <b>Possible Indicators:</b>  | <b>Yes</b>  | <b>No</b>  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Praxis-teachers should apply their learning to their real-life practice as they are learning.</li> <li>• Reciprocity-we should expect to get as much as we give.</li> </ul> | <ul style="list-style-type: none"> <li>• 80% of teachers report overall satisfaction with participation on Intensive Learning Team.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher capacity increases.</li> <li>• Student Achievement increases.</li> </ul> | <ul style="list-style-type: none"> <li>• The problem of practice is too complex for the model to address.</li> </ul> |

Supporting Research

Table 23: Summary of Research to support the Model Design

| <b>Approach</b>  | <b>Research</b>  |
|--|--|
| Humanity and Teaching  | Michael Fullan (2001, 2007b); Knight (2011); Noddings (2012, 2013); Palmer (2010); Schön (1987); Wheatley (2002)   |
| The Complexity of Helping  |  |
| <ul style="list-style-type: none"> <li>• Change</li> <li>• Identity</li> <li>• Thinking</li> <li>• Status</li> <li>• Motivation</li> </ul>   | <p>Prochaska &amp; DiClemente (2005)</p> <p>Palmer, (1997); Stone, Patton &amp; Heen (2010)</p> <p>Csikszentmihalyi,(1990); Davenport (2005)</p> <p>Schein (2009)</p> <p>Deci &amp; Ryan (2010); Pink (2009)</p>   |
| Partnership Approach:  | Knight (1998, 2002, 2011)  |
| <ul style="list-style-type: none"> <li>• Equality</li> <li>• Choice</li> <li>• Voice</li> <li>• Reflection</li> <li>• Dialogue</li> <li>• Praxis</li> <li>• Reciprocity</li> </ul> | <p>Block (1993); Freire (1970)</p> <p>Davenport (2005); Freire (1970); Iyengar (2010); Fromm (1941); Pink (2009); Schein (2009); Schwartz (2004)</p> <p>Covey (1989); Freire (1970); Palmer (2010)</p> <p>Davenport (2005); Killion &amp; Todnem (1991); Schön (1991);</p> <p>Bohm (1996); Freire (1970)</p> <p>Bernstein (1983); Freire (1970);</p> <p>Barth (1990); Saks (2006); Wheatley (2002)</p> |
| Principal as Designer  | Brown (2009); Collins & Porras (1994); Fullan (2008); Senge (1997); Sparks (2006);   |

| <b>Approach</b>               | <b>Research</b>   |
|-------------------------------|---|
| The Target                    | Danielson (2007); Fullan (2011); Knight (2011)  |
| Instructional Coaching        | Cheliotis & Reilly (2010); Cornett & Knight (2009); Jones & Vreeman (2008); Knight (2004, 2006, 2007, 2009); Kansas Coaching Project  |
| Workshops that Make an Impact | Cornett & Knight (2009); Decker (2008); Gawande (2010); Knight (1998, 2007, 2011); Loehr & Schwartz (2003)  |
| Intensive Learning Teams      | Borko (2004); Cochran-Smith & Lytle (1999); DuFour & Eaker (1998); Gearheart & Osmundson (2008); Hord & Sommers (2008); Ingram, Louis & Schroeder (2004); Lencioni (2002); Knight (2011); Marsh, Pane & Hamilton (2006); Nelson, Slavit, Perkins & Hathorn (2008); Senge (1990) |



## **CHAPTER FOUR: IMPLICATIONS AND RECOMMENDATIONS**

### The Proposed Model

Organizational leaders at Areté Charter School requested the development of a new model for teacher professional development in order to make sense of and to integrate a collection of improvement efforts focused on the organizational goals of the school. With little time and limited resources available for professional development, it was of particular importance to find a model for teacher learning at Areté that would lead to program choices with a high probability of increasing teacher capacity as well as improving student learning. A model for professional development utilizing the Partnership Approach (Knight, 2007, 2011), informed by the current research literature, and aligned to Learning Forward's Standards for Professional Development with the goal of humanizing the profession and offering a clearly articulated philosophy aligned to the school's vision and set of actions was presented. Core elements of the model include the principal as a designer, instructional coaching, workshops that make an impact, intensive learning teams, and partnership communication that, when used together, will result in: (a) humanizing and focusing professional learning, (b) leverage, (c) simplicity, and (d) precision.

### Organizational Change

Selecting and implementing significant change is one of the most challenging undertakings that organizations face. "If the change involves the entire organization and also requires new paradigms that will replace established ways of doing business the challenge is daunting," writes Resnick (2014, para. 2), a leadership development consultant and former

professor of organizational theory at Temple University. He adds, "...asking organizations to change the way they conduct their business is similar to asking individuals to change their lifestyle. It can be done but only with the greatest determination, discipline, persistence, commitment and a clear plan for implementing the change" (para. 2).

No matter how well thought out a model is, there are many challenges or barriers that could thwart its successful implementation or prevent the model from achieving its intended goals. Barriers to change include lack of support from leadership, and lack of confidence knowledge or resistance from other key stakeholder groups, and lack of confidence or knowledge, just to name a few. Barriers to partnership include differences in philosophy or ways of working, lack of communication, and imbalance of power and control. Combined, these challenges pose considerable obstacles that must be considered. The following is a more detailed examination of implications and recommendations that should be taken into account prior to any implementation effort.

### Implications and Recommendations

#### Added Value and Confidence

Adopting a new model for teacher learning implies that the organization desires to change its current conception and delivery of professional development. Adopting the model *presented here* implies that decision makers have a fair amount of confidence that the model's theory of action combined with its stated purposes and goals will better serve the organization's mission and vision than what is currently in place. Last, it is implied that decision makers would

not adopt the new model if they did not have confidence that principals, coaches, and teachers could work collaboratively to create a better learning organization.

### Control

Old models of school leadership position the principal as the expert who directs, tells others what to do, controls situations, and makes decisions without getting input from others. This kind of paradigm worked well with old, dehumanizing models of professional development where professional learning was something done to teachers, not something teachers did. However, a new conception of professional development based largely on the evidence of research that links teacher performance with increased student achievement relies on a new leadership model. In the new leadership model, the principal is not only the instructional leader of the school, she is the lead learner, and she doesn't always have all the answers. She asks questions, listens to what teachers have to say, looks for underlying themes, and is then able to work collaboratively with her faculty and support staff to integrate the group's thinking into a vision and direction to which people champion. Table 24 offers a comparison between the old and new model of leadership.

Table 24: Old and New Leadership Model

| Old Model  | New Model  |
|--|--|
| <ul style="list-style-type: none"> <li>• Military model, chain of command</li> <li>• Directing and telling</li> <li>• Little focus on developing capacity in others</li> <li>• Delegating and holding people accountable with little guidance; if given the job you are expected to know how to do it</li> <li>• High task, low relationship, and a culture of compliance</li> <li>• Silos and fiefdoms Competition for resources; if you have something it means there is less for me</li> <li>• Desire to control the situation</li> <li>• Sharing information mostly on a need-to-know basis</li> <li>• Making decisions without getting input from others</li> </ul> | <ul style="list-style-type: none"> <li>• Asking, listening, then directing (in that order)</li> <li>• Focus on personal growth</li> <li>• Delegating, coaching, and modeling accountability</li> <li>• High task, high relationship, and a culture of passionate engagement</li> <li>• Sharing resources, collaborating, and partnering across function areas</li> <li>• Open and transparent</li> <li>• Respectful of different points of view</li> <li>• Original thinking; exposing one’s view of reality about issues</li> </ul> |

Source: Cheliotis and Reilly, 2010, pp. 10-11.

Adoption of the model for professional development promoted here implies that the school endorses the new leadership model which means that it is willing to forgo, temporarily, some of the benefits of the old model which typically included: (a) that things got done efficiently; (b) operations were predictable; and (c) the bureaucratic chain of command (accountability) was unambiguous. The new model may result in better paybacks for the organization—that is the goal—but the model might not work as intended and/or there might be stumbling blocks to sort out along the way. As in all complex problems of practice, there are no

sure-fire answers, only educated guesses as to what might work. “And success often looks and feels like failure until the change is very nearly completed” reminds Resnick, who adds that staying the course of implementing a change initiative—which is essential for its success—will usually meet with resistance and calls to pull the plug before the process is completed (2014, para. 4).

### Accountability

Challenges to this model include issues related to accountability—understanding who is answerable to whom—which might be a bit ambiguous considering how the elements of the model (principal, instructional coaching, teachers) work horizontally as opposed to top-down. To clarify this issue in practice, the principal must express her trust in, esteem of, and love for each and every teacher who was thoughtfully selected to participate on the Areté team; simultaneously, she must also clearly communicate that she represents the head of the organization and, as the instructional leader of the school, she is ultimately responsible for its successful operation.

However, the principal’s structural status does not absolve teachers or coaches of their accountability to work as equal partners in helping the organization achieve its mission. Whereas the principal’s role is to lead the school design, to observe teachers as they grow in capacity over time, and to help them along the way, the teachers’ are responsible for communicating their needs and collaborating with leadership, coaches, and each other to ensure they provide their personal best in the classroom every day.

## Expectations

Being explicitly upfront with all employees, current and future, about the philosophy and mission of the school is especially critical for an organization like Areté Charter School that is doing business differently than the norm. Conflicts can surface in partnerships because people are looking for different things and may not understand each other's hopes and expectations. This model of professional development is aligned to the school's overall instructional model; both models accentuate an inquiry approach and place more emphasis on the importance of partnership communication, collaboration, and input from both leaders and teachers alike than traditional instructional models where teachers follow scripts and old models of professional development where teachers sit and get. The partnership approach is a process of creating a shared vision, building trust, and learning to communicate. If this model of professional learning is adopted at Areté, partnership will not only define professional learning, it will define the organization's culture. In other words, the expectations for teachers at Areté will be greater than other schools.

Although one of the goals of this model is to humanize professional learning, thereby creating a more satisfying and joyful working environment that would appeal to *all* teachers, active consumers and gourmet omnivores will be more eager to roll their sleeves up and participate as active, enthusiastic partners and will be more likely to want to remain employed at the school as opposed to the kind of people whose mindsets and personalities are defined by reluctance, disinclination, and/or apathy. Therefore, the school leaders should be especially careful to *only* hire those teachers who *want* to be partners and who demonstrate that they are ready for the opportunity and challenge! Potential teachers *must* possess the state of growth and

conceptual level needed to effectively participate as true professionals. Reticent and passive consumers need not apply! Teachers who do not demonstrate high conceptual complexity need not apply!

Because the expectations for leaders and teachers are more complex and so much greater than what is typically found in traditional schools, recruitment of personnel is a critical issue. The number of appropriate applicants who are both suitable *and* eager to work for the school in the relatively small community where Areté has grown so rapidly over the past decade—and where its sister school, Marmara Community Charter School, shares facilities with the upper campus, thus competing for similarly qualified applicants—might not meet the demand. The net for gathering teachers who would be a good fit for the organization must be cast wider, and better screening tools should be employed to ensure that only the most suitable teachers are hired. Soliciting applicants from specialized colleges of education that share Areté’s philosophical approach to education would be a good place to begin recruitment efforts. Also, every new teacher hired should be required to attend a special orientation to learn as much as they can about the school’s instructional model and model of teacher learning in order to better understand what they are agreeing to do before they sign a contract.

### Participation, Attitudes, and Synergy

Participation is used here to describe a process by which individuals and groups are consulted about or have the opportunity to become actively involved in a project or program of activity. The program at Areté is partnership and one of the main reasons for partnership is to make  $2 + 2 = 5$ ! Therefore, partnerships require participation—but not all participation is a partnership. Partnership is based on mutual goals, requires parity among participants, and

depends on shared responsibility for participation and decision making. These conditions cannot be forced on anybody, and although a person might be able to fake partnership for a little while, ultimately, phony partnership has nowhere to hide in an organization that implements this model with fidelity. This model implies that even though this is not the normal way that school organizations conduct business and everyone will need support as they learn a new way, leaders and teachers *want* to participate as authentic partners (see Expectations above). Ultimately, the model will not work if principals and teachers don't voluntarily get on board.

Fullan (2001) offers another perspective on resisters and doubters. He says effective leaders should especially value the voice of resisters and doubters because these people might have ideas that may have been overlooked, and more importantly, the resisters are essential when it comes time to implement the change. For these reasons, Fullan writes, "successful organizations don't go with only like-minded innovators; they deliberately build in differences" (2001, p. 43). This is not to say that school leadership must abandon their vision for the future of the organization; rather their vision should be used in a way to open up a dialogue as opposed to be handed down from high.

Employees that don't choose to participate as true partners will not be a good fit for the Areté and will's model. This statement suggests that formative and summative employee evaluation should be based, in large part, on whether or not employees are active participants in the partnership approach. Rubrics and tools for measuring participation need to be developed.



## Values, Trust, and Learning

Values are statements of what the organization considers important. As already described, this model, above all else, values partnership. Partnership is conveyed nonverbally by the quality of interactions between pairs and groups of people and expressed verbally through partnership communication. Partnership communication is about communicating, relating, and connecting by working from the partnership principles and is the mortar that holds the bricks of the model together. If Areté is to successfully implement this model, administrators, coaches, teachers—anyone in the school who supports improving instruction—must communicate effectively. By adopting the partnership approach, our ability to interconnect is already made easier. Knight (2011) says that partnership improves our ability to relate as much by what it keeps us from doing as by what we actually do when we operate by its principles. When we see others as equal, we don't assume a stance of superiority, and when we honor another's voice, we don't interrupt or dominate conversations. Acting on the partnership principles leads naturally to other effective communication practices such as listening with care, recognizing the importance of reflection, asking better questions, and approaching others with humility and open-mindedness; however, it is not safe to assume that all Areté team members already possess the communication skills necessary to bring the partnership principles to life. Like other knowledge, skills, and dispositions needed to become an effective educator, some people have innate instincts and inherent talent, but others have never had the need or opportunity to learn how to become a truly effective partnership communicator. Professional development with the goal of increasing the faculty's ability to improve partnership communication skills will have as much

value as any other content that might surface as a priority, especially during the first year or two of implementation.

### Ownership

Change initiatives and partnerships both work well if those involved feel personal commitment. It is a natural human phenomenon for people to pledge or dedicate themselves to goals that they have personally helped to develop. For example, when people are told what the plan is without asking for input, they naturally respond with resistance and might refuse to accept the plan. Organizations can consult their employees prior to making a plan and increase the chance that more people will commit. But organizations that decide together and act together will almost always succeed in building personal allegiance to whatever the enterprise is.

### Vision

According to Elder (2013), in crafting a functional model for professional development, we should first articulate our vision of the ideal school. This sentiment is reiterated by DuFour & Eaker (1998) who write,

The lack of a compelling vision for public schools continues to be a major obstacle in any effort to improve schools. Until educators can describe the school they are trying to create, it is impossible to develop policies, procedures, or programs that will help make that ideal a reality. Building a shared vision is the ongoing, never-ending, daily challenge confronting all who hope to create learning communities. (p.64)

and by Gabriel and Farmer (2009) who simply say, "...you need to know where you want to be before you can determine how you plan to get there" (p. 45) In other words, if a group wants to move forward, it needs to develop an understood, agreed-on purpose.

A vision statement serves two main objectives; it articulates both the purpose and values of the organization (see "Values" above). For teachers, a vision provides focus for how they are expected to teach and inspires them to do their personal best. Shared with customers, the families who select the school, a vision shapes their understanding of what the organization represents and why they should enroll their children in this school as opposed to another institution with a different vision. A school without a vision lacks direction. According to a Swahili proverb, "A boat doesn't go forward if each one is rowing their own way." If a school does not have a common, agreed-on destination, then teachers are left to their own devices to imagine one, "a scenario," write Gabriel and Farmer, "that results in unharnessed and unfocused efforts, with everyone believing that what he or she is doing is right" (p. 46). A strong shared vision enables all stakeholders to align their professional learning and improvement efforts in a common formation.

Although Areté Charter School has published a number of statements regarding key ideas, values, and beliefs on its website and in its promotional materials, these statements do not succinctly express the essential overview of what it wants to be and where it wants to go. According to Gabriel & Farmer (2009), a powerful vision statement, one that is an integral, vibrant facet of the school community, needs to simply answer the following questions, "What does this organization value, believe, and hope to be?" The answer to those questions needs to be short and easy for staff to remember. Also, if the school adopts the model proposed here, the

vision statement should include reference to the partnership principles and the role partnership plays within the organizational structure of the school.

### Fear

Creating or modifying a vision statement is an obvious indicator that we are “changing the way we do things around here.” Fullan (2001) calls this kind of change “reculturing.” Naturally, teachers are afraid of reculturing because, among other reservations, they are worried about how their work will be impacted by the changes in their schools (see “Expectations” and “Accountability” above). “Even if they have some appreciable dissatisfaction with their present jobs, they have learned what their range of responsibilities are and what their administrator’s reaction to their behavior will be in certain situations. Any change creates some potential uncertainties” (Lunenburg, 2010, p. 4). For these reasons, Gabriel and Farmer, among others noted researchers on change in the workplace (Fullan & Miles, 1992; Fullan, 2001; Hargreaves, 2005; Knight, 2009), say it is important to have an idea of the internal dialogues teachers will likely have regarding change. Listening to and validating all staff members' thoughts and concerns will help them manage with the change as they ask themselves the following questions:

- What is the need for a new vision?
- Will I be able to live with the new vision?
- Will I be able to support the new vision?
- What will the new vision expect of me?
- How will my world change as a result?
- Will I be able to continue doing what I've always done? Why or why not?

- Do I believe in this new vision?
- Do I believe in my school's ability to achieve this vision?
- Do I believe I can help make the vision happen?

### Time

Another obstacle, warn Gabriel and Farmer, is lack of follow-through. Organizational leaders can build commitment and avoid faculty indifference by not rushing the development of the vision statement. “Getting it done” by a certain date by a small group of insiders with no input from other stakeholders results in low buy-in and lack of understanding. In other words, just because all faculty members wear the same shirt doesn’t make a team.

## Conclusion

"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."—The Carnegie Project on the Educational Doctorate Consortium, October 2009

As a scholarly practitioner, this study is my effort to blend practical wisdom with professional skills and knowledge to name, frame and attempt to disentangle one complex problem of practice at a tuition-free, public charter school in Central Florida, Areté Charter School. In it, I present a clear rationale and advance a model for teacher professional development that I believe and hope will help teachers within this particular school reach their full potential while also helping the organization realize its admirable vision to grow into a high achieving charter school district with a focus on creating “radiant” children. Although hundreds of scholarly articles, books, and studies as well as my own humble research have informed the design of this model, as presented here, it is intended to be implemented by my client, Areté Charter School, alone.

The model is established on a theory of action, the Partnership Approach, which is based on seven principles: equality, choice, voice, dialogue, reflection, praxis, and reciprocity. The model is launched by a principal who recognizes the complexity of teaching and learning relationships and who shares a desire with her faculty to work as partners to improve instruction. A mutually agreed upon Instructional Learning Target, individualized instructional coaching, and workshops that are designed to make an impact provide focus, leverage, simplicity, and precision. Lastly, partnership communication defines the culture of the school where teachers choose to participate in ongoing professional learning, not because they have to earn a minimum

number of recertification points to renew their teaching license, rather the alignment of purpose and action among all staff members and a joy of learning motivates teachers to want to learn.

Although the partnership approach is a humanizing way to strengthen teacher professional learning and all teachers, I believe, deserve to be treated as partners, the recommended model for the teacher professional development program championed here is not proposed as a universal remedy to solve similar problems within other organizations, for organizations are as unique as individual people, each with its own inimitable composition; nor is the model intended to work as a magic potion that, if swallowed in one dose, will miraculously resolve the intricate host of problems associated with teacher retention and quality. It is simply one plan, my best endeavor “to think, to perform, and to act with integrity” (Shulman, 2005, p. 52, as cited on the Carnegie Project on the Educational Doctorate, Signature Pedagogy, para. 1.).

## **APPENDIX A: IRB PAPERWORK**





University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
www.research.ucf.edu/compliance/irb.html

### Approval of Exempt Human Research

From: UCF Institutional Review Board #1  
FWA00000351, IRB00001138

To: Shloe Malinda Kerness

Date: April 17, 2014

Dear Researcher:

On 4/17/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

|                 |  |
|-----------------|--|
| Type of Review: | Exempt Determination   |
| Project Title:  | Defining and Building Excellence: A Model for Professional Development at Odyssey Charter School |
| Investigator:   | Shloe Malinda Kerness  |
| IRB Number:     | SBE-14-10252   |
| Funding Agency: |  |
| Grant Title:    |  |
| Research ID:    | N/A  |

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 04/17/2014 01:11:43 PM EDT

IRB Coordinator

## **APPENDIX B: SAI2 SURVEY RESULTS**

Welcome, sbios.kimess@acf.edu

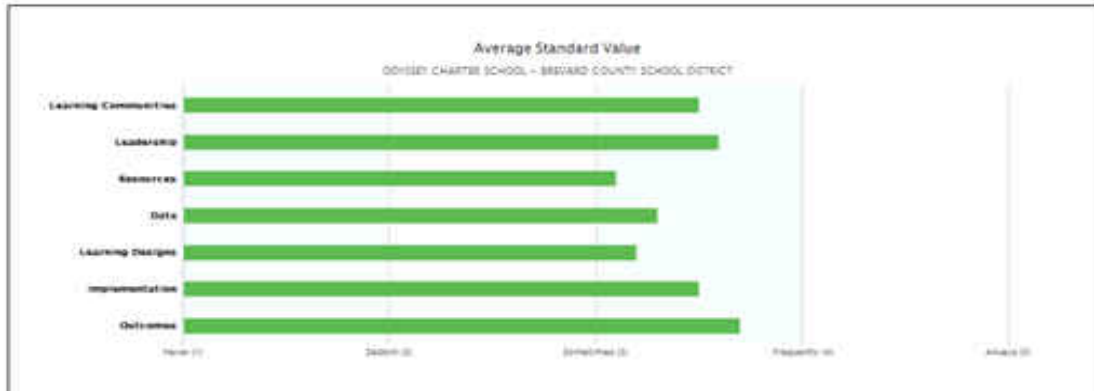
## Standard and Question Averages

### ODYSSEY CHARTER SCHOOL - BREVARD COUNTY SCHOOL DISTRICT - Odyssey Charter School Spring 2014

This report shows the average for each standard and each question within each standard. It is based on 58 responses as of 2014-05-15 19:38:10.

#### Overall Standard Averages

This chart shows the average standard values calculated from the question responses.



#### Details

The following table shows the average response values for each of the questions grouped by standard.

| Learning Communities            |   | Recommendation: The Learning Communities Standard (Please note this link will open a new window.) |
|---------------------------------|---|---|
| 1.                              | My school system has policies and procedures that support the vision for learning communities in schools.   | 3.9   |
| 2.                              | Learning communities in my school meet several times per week to collaborate on how to improve student learning.  | 3.6   |
| 3.                              | Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members. | 4.1   |
| 4.                              | In my school, some of the learning community members include non-staff members, such as students, parents, community members.   | 3.1   |
| 5.                              | My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).                       | 3.6   |
| 6.                              | In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.  | 3.1   |
| 7.                              | All members of the learning communities in my school hold each other accountable to achieve the school's goals.   | 3.4   |
| Average of the questions above. |   | 3.5   |
| Leadership                      |   | Recommendation: The Leadership Standard (Please note this link will open a new window.)           |
| 8.                              | My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.  | 3.3   |
| 9.                              | My school's leaders are active participants with other staff members in the school's professional learning.   | 3.7   |
| 10.                             | My school's leaders advocate for resources to fully support professional learning.  | 3.6   |
| 11.                             | My school's leaders regard professional learning as a top priority for all staff.   | 3.7   |
| 12.                             | My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.  | 3.5   |
| 13.                             | My school's leaders speak about the important relationship between improved student achievement and professional learning.  | 3.8   |
| 14.                             | My school's leaders consider all staff members capable of being professional learning leaders.  | 3.8   |
| Average of the questions above. |   | 3.6   |

| <b>Resources</b>                       |   | Recommendations: The Resources Standard<br>(Please note this link will open a new window) |
|--|---|---|
| 15.                                    | Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.   | 4.1   |
| 16.                                    | Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.  | 3.4   |
| 17.                                    | Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.  | 2.8   |
| 18.                                    | In my school, time is available for teachers during the school day for professional learning.   | 2.5   |
| 19.                                    | Teachers in my school are involved with the decision-making about how professional learning resources are allocated.  | 2.6   |
| 20.                                    | Professional learning is available to me at various times, such as job-embedded experiences, before or after-school hours, and summer experiences.                        | 3.0   |
| 21.                                    | Teachers in my school have access to various technology resources for professional learning.  | 3.5   |
| <b>Average of the questions above:</b> |   | <b>3.1</b>  |
| <b>Data</b>                            |   | Recommendations: The Data Standard<br>(Please note this link will open a new window)      |
| 22.                                    | Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.                                    | 2.7   |
| 23.                                    | In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.                       | 2.9   |
| 24.                                    | In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning. | 3.2   |
| 25.                                    | My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.  | 3.8   |
| 26.                                    | In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.  | 3.6   |
| 27.                                    | My school uses a variety of data to monitor the effectiveness of professional learning.   | 3.4   |
| 28.                                    | A variety of data are used to assess the effectiveness of my school's professional learning.  | 3.4   |
| 29.                                    | In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.                 | 3.0   |
| <b>Average of the questions above:</b> |   | <b>3.3</b>  |

| <b>Learning Designs</b>                |  | Recommendations: The Learning Goals Standard<br>(Please note this link will open a new window) |
|--|--|--|
| 30.                                    | In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.                        | 3.0  |
| 31.                                    | The use of technology is evident in my school's professional learning.   | 3.5  |
| 32.                                    | Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.   | 3.3  |
| 33.                                    | Professional learning in my school includes various forms of support to apply new practices.   | 3.2  |
| 34.                                    | In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education. | 3.6  |
| 35.                                    | In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.   | 3.3  |
| 36.                                    | Teachers' input is taken into consideration when planning school-wide professional learning.   | 2.8  |
| <b>Average of the questions above:</b> |  | <b>3.2</b>   |
| <b>Implementation</b>                  |  | Recommendations: The Implementation Standard<br>(Please note this link will open a new window) |
| 37.                                    | A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.   | 4.0  |
| 38.                                    | Teachers in my school receive on-going support in various ways to improve teaching.  | 3.2  |
| 39.                                    | My school has a consistent professional learning plan in place for three to five years.  | 3.1  |
| 40.                                    | My school's professional learning plan is aligned to school goals.   | 3.9  |
| 41.                                    | In my school, teachers individually reflect about teaching practices and strategies.   | 3.6  |
| 42.                                    | Professional learning experiences planned at my school are based on research about effective school change.  | 3.5  |
| 43.                                    | In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies.  | 3.2  |
| <b>Average of the questions above:</b> |  | <b>3.5</b>   |

| Outcomes  | Recommendation: The Outcomes Standard<br>(Please rate the link with open a new window) |
|---|--|
| 44. Professional learning at my school focuses on the curriculum and how students learn.  | 3.5  |
| 45. Professional learning in my school contributes to increased student achievement.  | 3.6  |
| 46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.). | 3.8  |
| 47. All professional staff members in my school are held to high standards to increase student learning.  | 4.1  |
| 48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.                        | 3.6  |
| 49. Student learning outcomes are used to determine my school's professional learning plan.   | 3.8  |
| 50. My professional learning this school year is connected to previous professional learning.   | 3.6  |
| <b>Average of the questions above.</b>  | <b>3.7</b>   |

## REFERENCES

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Abdal-Haqq, I. (1996). Making Time for Teacher Professional Development. ERIC Digest.
- Aldrich, R. S. (2005). *Cognitive Coaching (SM) practice in online environments* (pp. 1-255).
- Alexander D., & Lyon G.R. (1996). NICHD research program in learning disabilities. Their World. 13-15. New York, NY: National Center for Learning Disabilities.
- Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states Retrieved from <http://all4ed.org/reports-factsheets/teacher-attrition-a-costly-loss-to-the-nation-and-to-the-states/>
- Alseike, B. U. (1997). *Cognitive coaching: its influences on teachers* (Doctoral dissertation, University of Denver).
- American Educational Research Association. (2005). Teaching teachers professional development to improve student achievement. *Research Points: Essential Information for Educational Policy*, 3(1), 1-4. Retrieved from [www.aera.net/](http://www.aera.net/)
- American Federation of Teachers. (1999). Teaching reading is rocket science. Washington, D.C.: Author.
- Ancess, J. (2001). Teacher learning at the intersection of school learning and student outcomes. In A. Lieberman & L. Miller (Eds.), *Teachers caught in the action: Professional development that matters*. New York, NY: Teachers College Press.
- Annenberg Institute for School Reform (n.d.). *Professional learning communities: Strategies that improve instruction*. Providence, RI: Annenberg Institute for School Reform at Brown University.
- Assor, A., Kaplan, H., Feinberg, O., & Tal, K. (2009). Combining vision with voice a learning and implementation structure promoting teachers' internalization of practices based on self-determination theory. *Theory and Research in Education*, 7(2), 234-243.
- Atkinson, J. W. (1964). An introduction to motivation.
- Atteberry, A., Loeb, S., & Wyckoff, J. (2013). Do first impressions matter? Improvement in early career teacher effectiveness (Working Paper 90). Washington, DC: CALDER.

- Baier, A. (1986). Trust and antitrust. *Ethics*, 96, 231-260.
- Baker, S. & Smith, S. (1999). Starting off on the right foot: the influence of four principles of professional development in improving literacy instruction in two kindergarten programs. *Learning Disabilities Research and Practice*, 14(4), 239-253.
- Ball, D., & Cohen, D. (1999). Toward a practice-based theory of professional education. *Teaching as the Learning Profession*. San Francisco, CA: Jossey-Bass.
- Barber, M. (2011). *Deliverology 101: A field guide for educational leaders*. Thousand Oaks, CA: Sage.
- Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study. *National Commission on Teaching and America's Future*.
- Bejian, D. V. & Salomone, P. R. (1995). Understanding midlife career renewal: Implications for counseling. *The Career Development Quarterly*, 44(1), 55-63.
- Bell, B., & Gilbert, J. (1994). Teacher development as professional, personal, and social development. *Teaching and Teacher Education*, 10(5), 483-497.
- Berliner, David C. (1994). Expertise: The wonder of exemplary performances. In J. N. Mangiere & C. C. Block (Eds.), *Creating powerful thinking in teachers and students* (pp.161-186). Fort Worth, TX: Harcourt Brace College.
- Bernstein, R. J. (2011). *Beyond objectivism and relativism: Science, hermeneutics, and praxis*. PA: University of Pennsylvania Press.
- Berry, B., Hopkins-Thompson, P., & Hoke, M. (2002). *Assessing and supporting new teachers: Lessons from the Southeast*. Chapel Hill, NC: Southeast Center for Teaching Quality.
- Biancarosa, G., Bryk, A. S., & Dexter, E. R. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34.
- Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.
- Blank, R. K., & de las Alas, N. (2010). Effects of teacher professional development on gains in student achievement: How meta analysis provides scientific evidence useful to Education Leaders. *Society for Research on Educational Effectiveness*.

- Blank, R. K., de las Alas, N., & Smith, C. (2007). *Analysis of the quality of professional development programs for mathematics and science teachers: Findings from a cross-state study*. Washington, DC: Council of Chief State School Officers.
- Block, P. (1993). *Stewardship: Choosing service over self-interest*. Berrett-Koehler Publishers.
- Bohm, D. (2013). *On dialogue*. Routledge.
- Bolman, L. G. & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Borko, H., & Putnam, R. (1995). Expanding a teacher's knowledge base: A cognitive psychological perspective on professional development. In T.R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices*, (pp. 35-65). New York: Teachers College Press.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *American Economic Review*, 166-171.
- Bransford, J. D., Brown, A., & Cocking, R. (2000). *How people learn: Mind, brain, experience and school, expanded edition*. Washington, DC: National Academy Press.
- Brophy, J. E. (2013). *Motivating students to learn*. Routledge.
- Brown, T. (2009). *Change by design. How design thinking transforms organizations and inspires innovation*. New York, NY: Harper Collins.
- Brubaker, J. W., Case, C. W., & Reagan, J. G. (1994). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks, CA: Corwin.
- Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Buddin, R., & Zimmer, R. (2005). Student achievement in charter schools: A complex picture. *Journal of Policy Analysis and Management*, 24(2), 351-371.
- Bullough Jr., R. V. & Baughman, K. (1997). *First year teacher eight years later: An inquiry into teacher development*. New York, NY: Teachers College Press.



- Bush, R. N. (1984). Effective staff development. In *Making our schools more effective*. Proceedings of three state conferences. San Francisco, CA: Far West Laboratories.
- Butler, R., & Shibaz, L. (2008). Achievement goals for teaching as predictors of students' perceptions of instructional practices and students' help seeking and cheating. *Learning and Instruction, 18*(5), 453-467.
- Calderhead, J. (2012). The contribution of research on teachers' thinking to the professional development of teachers. *Research on teacher thinking: understanding professional development*. London, 11-18.
- Calderhead, J., & Shorrock, S. (1997). Understanding teacher education. Case studies in the professional development of beginning teacher.
- Calhoun, E. F. (1994). *How to Use Action Research in the Self-Renewing School*. Association for Supervision and Curriculum Development. Alexandria, VA: publisher.
- Cantor, N. (1948). Is Teaching a Profession? *The Journal of General Education, 2*(2), 96-106.
- Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing, 24*(7), 773-800.
- Carnoy, M., Jacobsen, R., Mishel, L., & Rothstein, R. (2006). Worth the price? Weighing the evidence on charter school achievement. *Education, 1*(1), 151-161.
- Carroll, T. G. (2007). Policy brief: The high cost of teacher turnover. *National Commission on Teaching and America's Future*.
- Cavalluzzo, L. C. (2004). Is national board certification an effective signal of teacher quality? (Report No. IPR 11204). Alexandria, VA: The CNA Corporation. Retrieved February 28, 2008, from <http://www.cna.org/documents/CavaluzzoStudy.pdf>
- Cheliotis, L. M. G., & Reilly, M. F. (2010). *Coaching conversations: Transforming your school one conversation at a time*. Corwin Press.
- Chuong, D. T. (2008). *Teacher attrition: Perceptions of teachers and administrators*. University of Houston.
- Clement, M., & Vandenberghe, R. (2000). Teachers' professional development: a solitary or collegial (ad) venture? *Teaching and teacher education, 16*(1), 81-101.
- Clotfelter, C., Ladd, C., & Vigdor, J. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review, 26*(6), 673-682.

- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 249-305.
- Cochran-Smith, M., & Lytle, S. (2001). Beyond certainty: Taking an inquiry stance on practice. In A. Lieberman & L. Miller (Eds.), *Teachers caught in the action: Professional development that matters* (pp. 45-58). New York, NY: Teachers College Press.
- Cohen, D. K. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12(3), 311-329.
- Cohen, D. K., & Hill, H. (1997). *Instructional policy and classroom performance: The mathematics reform in California*. Unpublished manuscript, University of Michigan, 1997.
- Cole, A. L. & Knowles, G. J. (1993). Shattered images: Understanding expectations and realities of field experiences. *Teaching and Teacher Education*, 9(5/6), 457-471.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. (1966). *Equality of educational opportunity*. Washington, DC: Publisher.
- Collins, J. C., & Porras, J. (1994). *Built to last: Successful habits of visionary companies*. New York, NY: HarperBusiness.
- Corcoran, T. B. (1995). *Helping teachers teach well: Transforming professional development* (No. 16). New Brunswick, NJ: Consortium for Policy Research in Education.
- Corey, S. (1949). Action research, fundamental research, and educational practices. *The Teachers College Record*, 50(8), 509-514.
- Cornett, J., & Knight, J. (2009). Research on coaching. *Coaching: Approaches and perspectives*, 192-216.
- Covey, S. R. (1989). *The 7 habits of highly effective people*. The Business Library.
- Csikszentmihalyi, M. (1990). *Flow: the psychology of optimal experience*. New York, NY: Harper Row.
- Cunningham, W. G., & Gresso, D. W. (1993). *Cultural leadership: The culture of excellence in education*. Boston, MA: Allyn & Bacon.
- Dadds, M. (2001). Continuing professional development: nurturing the expert within. In: Soler, J.; Craft, A.; Burgess, H. (Eds.), *Teacher development: Exploring our own practice*. London, UK: Paul Chapman Publishing and The Open University.

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD.
- Darling-Hammond, L. (1994). The Current Status of Teaching and Teacher Development in the United States.
- Darling-Hammond, L. (1996). *What matters most: Teaching for America's future*. New York, NY: National Commission on Teaching & America's Future.
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-11.
- Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of teacher education*, 51(3), 166-173.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35-47.
- Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform. In: *Phi Delta Kappan*, 76(8), 597-604.
- Darling-Hammond, L., & Post, L. (2000). Inequality in teaching and schooling: Supporting high-quality teaching and leadership in low-income schools. *A nation at risk: Preserving public education as an engine for social mobility*, 127-167.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council.
- Davenport, T. H. (2005). *Thinking for a living; How to get better performance and results from knowledge workers*. Boston, MA: Harvard Business School Press.
- Deci, E. L., & Ryan, R. M. (2010). *Self-Determination*. New York, NY: John Wiley & Sons, Inc.
- Decker, B. (2008). *You've Got to Be Believed to Be Heard: The Complete Book of Speaking... in Business and in Life!*. Macmillan.

- Denmark, V., & Weaver, S. (2012). Technical Report: Redesign and Psychometric Evaluation of the Standards Assessment Inventory. Prepared for Learning Forward. Retrieved from <http://learningforward.org/docs/standards-for-professional-learning/technical-report-redesign-and-psychometric-evaluation-of-the-standards-assessment-inventory.pdf?sfvrsn=0>
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational evaluation and policy analysis*, 24(2), 81-112.
- Dilworth, M. E., & Imig, D. G. (1995). Professional teacher development and the reform agenda. ERIC Digest.
- Dudzinski, M., Roszmann-Millican, M., & Shank, K. (2000). Continuing professional development for special educators: reforms and implications for university programs. *Teacher Education and Special Education*, 23(2), 109-124.
- DuFour, R. (2004). What is a "professional learning community?" *Educational leadership*, 61(8), 6-11.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.
- Durkin, D. (1987). *Teaching young children to read* (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.
- Duresky, D. (2009). Stages of Change. Retrieved from <http://accmh.org/docs/2009/handouts/duresky/Stages%20of%20Change.pdf>
- Edwards, J. L. (2001). *Cognitive coaching sm: A synthesis of the research*. Center for Cognitive Coaching.
- Edwards, J. L., & Newton, R. R. (1995). The effects of cognitive coaching on teacher efficacy and empowerment.
- Elder, L. (2013). Professional Development Model for K-12. The Critical Thinking Community. Retrieved from <http://www.criticalthinking.org/pages/professional-development-model-for-k-12/436>
- Elmore, R. F., & Burney, D. (1997). *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District# 2, New York City*. National Commission on Teaching & America's Future. New York, NY: Teachers College, Columbia University.

- Feiman-Nemser, S. (1983). Learning to teach. In Lee S. Shulman & Gary Sykes (Eds.), *Handbook of teaching and policy* (pp.150-171). New York, NY: Longman.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *The Teachers College Record*, 103(6), 1013-1055.
- Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational leadership*, 60(8), 25-29.
- Ferguson, R. F. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation*, 28, 465.
- Ferguson, R. F. (1998). Can schools narrow the black-white test score gap. *The Black-White test score gap*, 318-374.
- Florida Department of Education. (2010). *Professional development system: Evaluation protocol*. Tallahassee, FL: Bureau of Educator Recruitment.
- Florida Department of Education, Just Read, Florida! (2008, June 29). *State of the state: Reading and the future of reading coaches in Florida*. Retrieved from <http://www.justreadflorida.com/conference/Leadership/CoachInstitute.pdf>
- Florida State House of Representatives Schools & Learning Council. (2008, January). Teacher professional development programs in florida. Retrieved from <http://www.fldoe.org/profdev/pdf/professdevreport08.pdf>
- FL Stat. § 1002.331 (2013)
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Fromm, E. (1941). *Escape from freedom*. New York, NY: Farrar & Rinehart.
- Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan* (pp. 745-752). Retrieved from <http://www.bnaimitzvahrevolution.org/wp-content/uploads/2012/07/Fullan-Miles-Getting-Reform-Right-1-copy.pdf>
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2007a). Change the terms for teacher learning. *Journal Of Staff Development*, 28(3), 35-36.
- Fullan, M. (2007b). *The new meaning of educational change, 4<sup>th</sup> edition*. New York, NY: Teachers College, Columbia University.

- Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. John Wiley & Sons.
- Gabriel, J. G., & Farmer, P. C. (2009). How to help your school thrive without breaking the bank. ASCD.
- Gallimore, R., Ermeling, B. A., Saunders, W. M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal*, 109(5), 537-553.
- Gamse, B. C., Bloom, H. S., Kemple, J. J., & Jacob, R. T. (2008). Reading first impact study: Interim report. NCEE 2008-4016. *National Center for Education Evaluation and Regional Assistance*.
- Ganser, T. 2000. An ambitious vision of professional development for teachers. In: *NASSP Bulletin*, 84 (618), 6-12.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Gawande, A. (2010). *The checklist manifesto: how to get things right* (Vol. 200). New York: Metropolitan Books.
- Gearhart, M., & Osmundson, E. (2008). *Assessment portfolios as opportunities for teacher learning* (CRESST Report 736). Los Angeles, CA: University of California, Center for Research on Evaluation, Standards, and Student Testing.
- Gilpin, G., & Kaganovich, M. (2012). The quantity and quality of teachers: Dynamics of the trade-off. *Journal of Public Economics*, 96(3), 417-429.
- Glatthorn, A. A. (1987). Cooperative Professional Development: Peer-Centered Options for Teacher Growth. *Educational Leadership*, 45(3), 31-35.
- Glatthorn, A. (1995). Teacher development. In: Anderson, L. (Ed.), *International encyclopedia of teaching and teacher education* (second edition). London, UK: Pergamon Press.
- Glickman, E. (1986). Developing teacher thought. *Journal of Staff Development*, 7(1), 6-21.
- Goddard, T. J. & Foster, R. Y. (2001). The experiences of neophyte teachers: A critical constructivist assessment. *Teaching and Teacher Education*, 17, 349-365.
- Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. *National Comprehensive Center for Teacher Quality*.

- Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula (Ed.), *Handbook of research on teacher education*, (pp. 548-594). New York, NY: Macmillan.
- Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. *The Review of Economics and Statistics*, 89(1), 134-150.
- Goldhaber, D. D., Brewer, D. J., & Anderson, D. J. (1999). A three-way error components analysis of educational productivity. *Education Economics*, 7(3), 199-208.
- Goldhaber, D., Gross, B., & Player, D. (2011). Teacher career paths, teacher quality, and persistence in the classroom: Are public schools keeping their best? *Journal of Policy Analysis and Management*, 30(1), 57-87.
- Goldhammer, R., & Anderson, R. A., & Krajewski, R. (1980). *Clinical Supervision (Second ed.)*. New York, NY: Holt, Rinehart and Winston.
- Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of state policies on teacher induction*. Santa Cruz, CA: New Teacher Center.
- Goodson, I. F. (1991). Sponsoring the teacher's voice: Teachers' lives and teacher. *Cambridge Journal Of Education*, 21(1), 35.
- Gordon, R., Kane, T. & Staiger, D. (2006). Identifying effective teachers using performance on the job (Discussion Paper 2006-01). Washington, DC: Brookings Institution.
- Gottman, J. M., & de Claire, J. (2002). *Relationship Cure: A 5 Step Guide to Strengthening Your Marriage, Family, and Friendships*. Three Rivers Press (CA).
- Grace, D. H. (1999). Paradigm lost (and regained): How to revitalize your professional development days. *Independent School*, 59(1), 54-57.
- Greenberg, J., McKee, A., & Walsh, K. (2013). *Teacher prep review: A review of the nation's teacher preparation programs*. National Council on Teacher Quality.
- Griffin, G. A. (Ed.) (1983). *Staff development. Eighty-second yearbook of the national society for the study of education*. Chicago, IL: University of Chicago Press.
- Griffiths, M. & Tann, S. (1992). Using reflective practice to link personal and public theories. *Journal of Education for Teaching*, 18(1), 69-84.

- Grissmer, D. W., & Kirby, S. N. (1987). *Teacher attrition: The uphill climb to staff the nation's schools*. Santa Monica, CA: The RAND Corp.
- Grissmer, D. W., & Kirby, S. N. (1992). *Patterns of attrition among Indiana teachers*. Santa Monica, CA: Rand.
- Grissmer, D., & Kirby, S. (1997). Teacher turnover and teacher quality. *The Teachers College Record*, 99(1), 45-56.
- Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42), n42.
- Guskey, T. R. (Ed.). (1995). *Professional development in education*. New York, NY: Columbia University, Teachers College Press.
- Guskey, T. R. (1999). Apply time with wisdom. *Journal of Staff Development*, 20, 10-15.
- Guskey, T. R. (2000). *Evaluating professional development*. Corwin Press.
- Guskey, T. R., & Yoon, K. (2009). What Works in Professional Development? *Phi Delta Kappan*, 90(7), 495-500.
- Hafner, A. L., & Owings, J. A. (1991). *Careers in teaching: Following members of the high school class of 1972 in and out of teaching*. Washington, DC: US Dept. of Education, Office of Educational Research and Improvement.
- Hall, G., & Loucks, S. (1978). Teacher concerns as a basis for facilitating and personalizing staff development. *The Teachers College Record*, 80(1), 36-53.
- Hanushek, E. A., Fildes, V., Davies, R. B., Flowerdew, R., Horta, B. L., Olinto, M. T., & Kirksey, A. (1992). The trade-off between child quantity and quality. *Journal of Political Economy*, 100(1), 84-117.
- Hanushek, E. A., Kain, J. F., O'Brien, D. M., & Rivkin, S. G. (2005). The market for teacher quality. (Working Paper No. 11154). Cambridge, MA: National Bureau of Economic Research.
- Hanushek, E. A., & Rivkin, S. G. (2006). Teacher quality. *Handbook of the Economics of Education*, 2, 1051-1078.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York, NY: Teachers College Press.



- Hargreaves, A. (2005). Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teaching and Teacher Education*, 21(8), 967-983.
- Hargreaves, A., & Goodson, I. (1996). Teachers' professional lives: Aspirations and actualities. *Teachers' Professional Lives*, 1-27.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7), 798-812.
- Hattie, J. (2003). *Teachers make a difference: what is the research evidence?* Camberwell, AU: Australian Council for Educational Research.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Hawley, W. D., & Valli, L. (1999). The essentials of effective professional development: A new consensus. *Teaching as the Learning Profession: Handbook of Policy and Practice*, 127-150.
- Henry, G. T., Fortner, C. K., & Bastian, K. C. (2012). The effects of experience and attrition for novice high-school science and mathematics teachers. *Science*, 335(6072), 1118-1121.
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111-127.
- Hirsch, S. (2010). Foreward. In H. Mizell, *Why professional development matters* (p. 1). Learning Forward. Retrieved from [www.learningforward.org/advancing/Why\\_PD\\_Matters\\_Web.pdf](http://www.learningforward.org/advancing/Why_PD_Matters_Web.pdf), 10.
- Hlavaty, K. (2001). Differentiated supervision for veteran teachers. *Unpublished Comprehensive Exam*. Athens, GA: University of Georgia.
- Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal*, 26(2), 160-189.
- Hord, S. M. M., & Sommers, W. A. (Eds.). (2008). *Leading professional learning communities: Voices from research and practice*. Corwin Press.
- Hoxby, C. M., & Leigh, A. (2004). Pulled away or pushed out? Explaining the decline of teacher aptitude in the United States. *American Economic Review*, 236-240.

- Hoy, W. K., Tarter, C. J., & Bliss, J. R. (1990). Organizational climate, school health, and effectiveness: A comparative analysis. *Educational Administration Quarterly*, 26(3), 260- 279.
- Huberman, Michael (1989). The professional life cycle of teachers. *Teachers College Record*, 91, 31-57.
- Huling-Austin, L. (1990). Teacher induction programs and internships. In W.R. Houston (Ed.), *Handbook of Research on Teacher Education* (pp.535-548). Reston, VA; Association of Teacher Educators.
- Hull, J., Edwards, J. L., Rogers, M. S., & Swords, M. E. (1998). *The pleasant view experience*. Golden, CO: Jefferson County Schools.
- Hunt, D. E. (1977). Conceptual level theory and research as guides to educational practice. *Interchange*, 8(4), 78-90.
- Hunter, M. (1980). Six types of supervisory conferences. *Educational Leadership*, 37(5), 408-12.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R., & Merrill, L. (2012). Seven trends: The transformation of the teaching force.
- Ingersoll, R. M., & Perda, D. (2010). Is the supply of mathematics and science teachers sufficient? *American Educational Research Journal*, 47(3), 563-594.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational leadership*, 60(8), 30-33.
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Ingram, D., Louis, K. S., & Schroeder, R. G. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice. *Teachers College Record*, 106(6), 1258–1287.
- Inlow, G. M. (1956). Is Teaching a Profession? *The School Review*, 256-259.
- Iyengar, S. (2010). *The art of choosing*. New York, NY: Grand Central.

- Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. w15202). National Bureau of Economic Research.
- Jacob, A., Vidyarthi, E., & Carroll, K. (2012). The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools. *TNTP*.
- Jenlink, P.M., Kinnucan-Welsch, K. (1999). Learning ways of caring, learning ways of knowing through communities of professional development. *Journal for a Just and Caring Education*, 5(4), 367-385.
- Jepsen, C. (2005). Teacher characteristics and student achievement: Evidence from teacher surveys. *Journal of Urban Economics*, 57(2), 302-319.
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Jones, C., & Vreeman, M. (2008). Instructional Coaches and Classroom Teachers: Sharing the Road to Success. Teacher Created Materials.
- Joyce, B. R., Bush, R. N., & McKibbin, M. (1982). *The California staff development study: The January, 1982 report*. Books End Laboratories.
- Joyce, B., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Corwin Press.
- Joyce, B., & McKibbin, M. (1982). Teacher Growth States and School Environments. *Educational Leadership*, 40(2), 36-41.
- Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational leadership*, 40(1), 4-10.
- Joyce, B., & Showers, B. (1983). *Power in staff development through research in training*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B., & Showers, B. (1995). Student achievement through staff development. White Plains, NY: Longman.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
- Joyce, B., & Weil, M. Calhoun Emily. (2009). *Models of Teaching*. (8<sup>th</sup> ed.). Boston, MA: Pearson Education.

- Joyce, B., & Weil, M. (1972). *Conceptual Complexity, Teaching Style and Models of Teaching*.
- Joyce, B., Wolf, J., & Calhoun, E. (2009). The lifelong learning issue: the knowledge base under professional development? In *International handbook of research on teachers and teaching* (pp. 183-213). Springer US.
- Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62*(2), 129-169.
- Kane, T., Rockoff, J., & Staiger, D. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review, 27* (6), 615–631.
- Kay, A. (2013, August 31). At work: Job, self-esteem tied tightly together. *USA Today*. Retrieved from <http://www.usatoday.com/story/money/columnist/kay/2013/08/31/at-work-self-esteem-depression/2736083/>
- Kazemi, E., & Franke, M. L. (2003). Using student work to support professional development in elementary mathematics. *Center for Study of Teaching and Policy*. City, State: University of Washington.
- Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. City, State: John Wiley & Sons.
- Kent, A. M. (2004). Improving teacher quality through professional development. *Education, 124*(3), 427-435.
- Kidd, J. (1973). *How adults learn*. Chicago, IL: Follett Publishing Co.
- Killion, J. P., & Todnem, G. R. (1991). A process for personal theory building. *Educational Leadership, 48*(6), 14-16.
- King, B. M., & Newmann, F. M. (2000). Will teacher learning advance school goals? *Phi Delta Kappan, 81*(8), 576-80.
- Knight, J. (1998). *The effectiveness of partnership learning: A dialogical methodology for staff development*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Knight, J. (2002). *Partnership learning*. Lawrence, KS: University of Kansas Center for Research on Learning. Retrieved from <http://www.kucl.org/partnership/>

- Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. *The School Administrator*, 63(4), 36-40.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. City, State: Sage.
- Knight, J. (Ed.). (2009). *Coaching: Approaches and perspectives*. City, State: Corwin Press.
- Knight, J. (2009b). What can we do about teacher resistance? *Phi Delta Kappan*, 90(7), 508-513.
- Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. City, State: SAGE.
- Knight, J. (2013). *High-Impact Instruction*. Thousand Oaks, CA: Corwin Press.
- Knowles, M. (1973). The adult learner: A neglected species.
- Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey*. San Francisco, CA: Jossey-Bass.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The adult learner*. New York, NY: Routledge.
- Koff, R. H. (1988). Making teaching a profession. *The Clearing House*, 61(7), 297-299.
- Krpan, M. M. (1997). *Cognitive coaching and efficacy, growth, and change for second-, third-, and fourth-year elementary school educators* (Doctoral dissertation, California State University, Fullerton).
- Kruse, S. D., & Zimmerman, B. (2012). Can literacy coaching provide a model for school-wide professional learning?. *Educational Research Journal*, 2(9), 279-291.
- Laine, S. W., & Otto, C. (2000). Professional development in education and the private sector: Following the leaders.
- Lakdawalla, D. (2001). *The declining quality of teachers* (No. w8263). National Bureau of Economic Research. Washington, DC.
- Lake, R.J., Hill, P.T., O'Toole, L. & Celio, M.B. (1999). Making standards work: A case study of Washington State. Washington, DC: Thomas B. Ford Foundation

- Langer, J. A., & Applebee, A. N. (1986). Reading and writing instruction: Toward a theory of teaching and learning. *Review of Research in Education*, 13(1), 171-194.
- Lawrence, G. (1974). Patterns of Effective Inservice Education. A State of the Art Summary of Research on Materials and Procedures for Changing Teacher Behaviors in Inservice Education.
- Lawrence-Lightfoot, S. (2000). *Respect: An exploration*. City, State: Basic Books.
- Learning Forward, (2011). Standards for Professional Learning. Oxford, OH: Author.
- Learning Forward. (2014). *Definition of professional development*. Retrieved from <http://learningforward.org/who-we-are/professional-learning-definition#.U5PPuSg52So>
- Learning Forward. (2014). *Standards for professional learning*. Retrieved from <http://learningforward.org/standards#.U5TIWCg52So>
- Learning Forward. (2014). *Status of the profession*. Retrieved from <http://learningforward.org/publications/status-of-professional-learning#.U7mDcLHyQxE>
- Lencioni, P. M. (2002). Make your values mean something. *Harvard Business Review*, 80(7), 113-117.
- Lencioni, P. (2010). *The four obsessions of an extraordinary executive*. New York, NY: John Wiley & Sons.
- Levine, S. L. (1989). Promoting adult growth in schools: The promise of professional development. Boston: Allyn and Bacon.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34-46.
- Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *Innovating and Evaluating Science Education: NSF Evaluation Forums, 1992-94*, 67.
- Little, J. W. (1989). District policy choices and teacher's professional development opportunities. *Educational Evaluation and Policy Analysis*, 11(2), 165-179.
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.

- Loehr, J., & Schwartz, T. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and renewal*. New York: Free Press.
- Lortie, D. C. (1975). *Schoolteacher*. Chicago, IL: University of Chicago Press.
- Loucks-Horsley, S. (1998). The role of teaching and learning in systemic reform: A focus on professional development. *Science Educator*, 7(1), 1-6.
- Loucks-Horsley, S., Hewson, P., Love, N., & Stiles, K. (1998). *Designing professional development for teachers of mathematics and science*. Corwin Press.
- Loucks-Horsley, S., Stiles, K., & Hewson, P. (1996). *Principles of effective professional development for mathematics and science education: A synthesis of standards*. ERIC Clearinghouse.
- Lunenburg, F. C. (2010). Forces for and resistance to organizational change. *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-10.
- Lynch, J., & Alsop, S. (2007). *What works? Research into practice*. Retrieved from <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/coaches.pdf>
- Lynn, S. K. (2002). The winding path: Understanding the career cycle of teachers. *The Clearing House*, March/April, 179-182.
- Mahlios, M. & Maxson, M. (1995). Capturing preservice teachers' beliefs about schooling, life, and childhood. *Journal of Teacher Education*, 46(3), 192-199.
- Marsh, J. A., Pane, J. F., & Hamilton, S. (2006). *Making sense of data-driven decision making in education: Evidence from recent RAND Research*. Santa Monica, CA: RAND.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD.
- Maslow, A. H. (1954). *Motivation and personality*. New York, NY: Harper & Row.
- Matsumura, L. C., Garnier, H. E., Correnti, R., Junker, B., & Bickel, D. D. (2010). Investigating the effectiveness of a comprehensive literacy coaching program in schools with high teacher mobility. *The Elementary School Journal*, 111(1), 35-62.
- McDonald, J. P. (2001). Students' work and teachers' learning. *Teachers Caught in the Action: Professional Development that Matters*, 209-235.

- McGreal, T. (1983). *Effective teacher evaluation systems*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McKernan, J. (2013). *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. New York, NY: Routledge.
- McKibbin, M., & Joyce, B. (1980). Psychological states and staff development. *Theory into Practice, 19*(4), 248-255.
- McLaughlin, M. W., & Zarrow, J. (2001). Teachers engaged in evidence-based reform: Trajectories of teachers' inquiry, analysis, and action. *Teachers Caught in the Action: Professional Development that Matters*, 79-101.
- Mid-continent Research for Education and Learning (2003). Sustaining school improvement: Professional learning community." *Leadership Folio Series*. McREL
- Miles, M. B. (2005). Finding keys to school change: A 40-year odyssey. In *The Roots of Educational Change* (pp. 25-57). Springer Netherlands.
- Miles, K. H., Odden, A., Fermanich, M., Archibald, S., & Gallagher, A. (2004). Inside the black box of school district spending on professional development: Lessons from comparing five urban districts. *Journal of Education Finance, 30*(1), 1-26.
- Milner IV, H. R. (2013). Policy reforms and de-professionalization of teaching. *National Education Policy Center*.
- Mintzberg, H. (2004). *Managers, not MBAs: A hard look at the soft practice of managing and management development*. City, State: Berrett-Koehler Publishers.
- Mizell, H. (2010). Why professional development matters. *Learning Forward*. Retrieved from [www.learningforward.org/advancing/Why\\_PD\\_Matters\\_Web.pdf](http://www.learningforward.org/advancing/Why_PD_Matters_Web.pdf), 10.
- Mobley, W. H., & Fisk, M. J. (1982). *Employee turnover, causes, consequences, and control* (pp. 1-205). Reading, MA: Addison-Wesley.
- Moche, R. (1999). *Cognitive coaching and reflective thinking of Jewish day school teachers* (Doctoral dissertation, Yeshiva University).
- Model [Def. 2]. (2014). In *Merriam-Webster Online*, Retrieved June 8, 2014 from <http://www.merriam-webster.com/dictionary/model>
- Mundry, S. (2005). What experience has taught us about professional development. National Network of Eisenhower Regional Consortia and Clearinghouse.



- Murnane, R. J., & Olsen, R. J. (1990). The effects of salaries and opportunity costs on length of stay in teaching. *Journal of Human Resources*, 25(1).
- Murnane, R., Singer, J., Willett, J., Kemple, J., & Olsen, R. (Eds.). (1991). Who will teach? Policies that matter. Cambridge, MA: Harvard University Press.
- Murray, S., Ma, X., & Mazur, J. (2009). Effects of peer coaching on teachers' collaborative interactions and students' mathematics achievement. *The Journal of Educational Research*, 102(3), 203-212.
- National Association of Elementary School Principals. (2001). *Leading learning communities: Standards for what principals should know and be able to do*. Alexandria, VA: Author.
- National Center on Education and the Economy (NCEE). (2013). Top performing countries. Retrieved from <http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/>
- National Center for Education Statistics. (2008). *Schools and staffing survey*. Washington, DC: Author. Retrieved from [http://nces.ed.gov/surveys/sass/tables/sass0708\\_011\\_t12n\\_02.asp](http://nces.ed.gov/surveys/sass/tables/sass0708_011_t12n_02.asp)
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. *The Elementary School Journal*, 113-130.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY, New York: Author.
- National Commission on Teaching and America's Future. (2007). The cost of teacher turnover study and cost calculator. Retrieved from <http://nctaf.org/teacher-turnover-cost-calculator/the-cost-of-teacher-turnover-study-and-cost-calculator/>
- National Council of Teachers of Mathematics. *Professional standards for teaching mathematics*. Reston, VA: National Council of Teachers of Mathematics, 1991.
- National Research Council. (1996). *National science education standards*. Washington, DC: National Academy Press.
- National Staff Development Council. (1995). *Standards for staff development—study guide: Elementary school edition*. Oxford, OH: Author
- National Staff Development Council, (2001a). *Data-driven*. Oxford, OH: Author.
- National Staff Development Council. (2001b). *NSDC's standards for staff development*. Oxford, OH: Author.

- Nelson, T. H., Slavit, D., Perkins, M., & Hathorn, T. (2008). A culture of collaborative inquiry: Learning to develop and support professional learning communities. *Teachers College Record, 110*(6), 1269–1303.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002)
- Noddings, N. (2003). Is teaching a practice? *Journal of Philosophy of Education, 37*(2), 241-251.
- Noddings, N. (2012). The Caring Relation in Teaching. *Oxford Review Of Education, 38*(6), 771-781.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education*. City, CA: University of California Press.
- Olson, M. R. & Osborne, J. W. (1991). Learning to teach: The first year. *Teaching and Teacher Education, 7*(4), 331-343.
- Organization for Economic Cooperation and Development (OECD). (2004). Completing the foundation for lifelong learning: An OECD survey of upper secondary schools. Paris, State: OECD.
- Organization for Economic Cooperation and Development (OECD). (2005). *Teachers matter: Attracting, developing, and retaining effective teachers*. Paris, State: OECD.
- Organization for Economic Cooperation and Development (OECD). (2007). *Education at a glance 2007: OECD indicators*. Paris, State: OECD.
- Ozga, J. (1995). Deskillling a profession: professionalism, deprofessionalisation and the new managerialism. *Managing Teachers as Professionals in Schools, 21-37*.
- Palmer, P. J. (1997). The heart of a teacher identity and integrity in teaching. *Change: The Magazine of Higher Learning, 29*(6), 14-21.
- Palmer, P. J. (2010). *The courage to teach: Exploring the inner landscape of a teacher's life*. New York, NY: John Wiley & Sons.
- Pekrun, R., Frenzel, A., Goetz, T., & Perry, R. P. (2007). The control–value theory of achievement emotions: An integrative approach to emotions in education. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in Education* (pp. 13–36). San Diego, CA: Academic Press.

- Pfeffer, J., & Sutton, R. I. (2006). *Hard facts, dangerous half-truths, and total nonsense: Profiting from evidence-based management*. City, MA: Harvard Business Press.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Penguin.
- Porter, A. C., Garet, M. S., Desimone, L., Yoon, K. S., & Birman, B. F. (2000). Does Professional Development Change Teaching Practice? Results from a Three-Year Study.
- Porter, A. C., Garet, M. S., Desimone, L., Yoon, K. S., & Birman, B. F. (2003). Providing effective professional development: Lesson from the Eisenhower program. *Science Educator*, 12(1), 23-40.
- Prawat, R. S. (1992). From Individual Differences to Learning Communities--Our Changing Focus. *Educational Leadership*, 49(7), 9-13.
- Price, J. (1977). *The study of turnover*. Ames, IA: Iowa State University Press.
- Prochaska, J. O., DiClemente, C. C. (2005). The transtheoretical approach. In: Norcross, J. C., Goldfried, M. R. (eds.) *Handbook of Psychotherapy Integration*. 2nd ed. NY: Oxford University Press, p. 147–171.
- Putnam, R. T., & Borko, H. (1997). Teacher learning: Implications of new views of cognition. In *International handbook of teachers and teaching* (pp. 1223-1296). City, State: Springer Netherlands.
- Putnam, R. T., & Borko, H. (2002). What do new views of knowledge and thinking have to say about research on teacher learning. *Teaching, learning and the curriculum in secondary schools: A reader*, 38-45.
- RAND Corporation: **Teachers Matter: Understanding Teachers' Impact on Student Achievement**. (2012).
- Randi, J., & Zeichner, K. M. (2004). New visions of teacher professional development. *Yearbook of the National Society for the Study of Education*, 103(1), 180-227.
- Reina, D. S., & Reina, M. L. (2006). *Trust & betrayal in the workplace: Building effective relationships in your organization*. Berrett-Koehler Publishers.
- Resnick, H. S. (2014). *Organizational change management process*. Retrieved from [http://www.worksystems.com/services/organizational\\_change.html](http://www.worksystems.com/services/organizational_change.html)

- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Robbins, P. (1991). *How to plan and implement a peer coaching program*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252.
- Rogers, C. R., & Freiberg, H. J. (1969). *Freedom to learn*. Columbus, OH: Charles E. Merrill.
- Rowan, B., Correnti, R., & Miller, R. (2002). What large-scale survey research tells us about teacher effects on student achievement: Insights from the prospects study of elementary schools. *The Teachers College Record*, 104(8), 1525-1567.
- Runté, R. (1995). Is teaching a profession. *Thinking about teaching: An introduction*, 288-299.
- Russo, A. (2004, July/August). School-based coaching: A revolution in professional development – or just the latest fad? *Harvard Education Letter*. Retrieved from <http://www.edletter.org/past/issues/2004-ja/coaching.shtm>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619.
- Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center. [http://www.mdk12.org/practices/ensure/tva/tva\\_2.html](http://www.mdk12.org/practices/ensure/tva/tva_2.html)
- Sanders, W. L., Wright, S. P., & Horn, S. P. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57-67.
- Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46(4), 1006-1033.
- Sawchuk, S. (2010). Proof lacking on success of staff development. *Education Week*, Nov. 10, 2010.
- Schacter, J., & Thum, Y. M. (2004). Paying for high-and low-quality teaching. *Economics of Education Review*, 23(4), 411-430.

- Schein, E. H. (2009). *Helping: How to offer, give, and receive help*. San Francisco, CA: Berrett-Koehler.
- Schifter, D., Russell, S. J., & Bastable, V. (1999). Teaching to the big ideas. *The diagnostic teacher: Constructing new approaches to professional development*, 22-47.
- Schmidt, M. (2010). Learning from teaching experience: Dewey's theory and preservice teachers' learning. *Journal of Research in Music Education*, 58(2), 131-146.
- Schmoker, M. (2004). Tipping point: From feckless reform to substantive instructional improvement. *Phi Delta Kappan*, 85(6), 424-432.
- Schön, D. A. (1987). *Educating the reflective practitioner* (pp. 153-199). San Francisco, CA: Jossey-Bass.
- Schwartz, B. (2004). *The paradox of choice*. New York, NY: Ecco.
- Scribner, J. P. (1999). Professional development: Untangling the influence of work context on teacher learning. *Educational Administration Quarterly*, 35(2), 238-266.
- Senge, P. M. (1997). The fifth discipline. *Measuring Business Excellence*, 1(3), 46-51.
- Shockley, R., Guglielmino, P., & Watlington, E. J. (2006). A National Crisis in Teacher Education: What Are the Costs?. Retrieved January, 15, 2012.
- Showers, B. (1982). *Transfer of training: The contribution of coaching*. ERIC Clearinghouse.
- Showers, B. (1984). *Peer Coaching: A strategy for facilitating transfer of training*. Eugene, OR: Centre for Educational Policy and Management.
- Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53, 12-16.
- Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state of the art analysis. *Educational Leadership*, 45, 77-87.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
- Shulman, L. S. (1994). Those who understand: Knowledge growth in teaching. *Teaching and learning in the secondary school*, 125-133.

- Shulman, L. S. (2005, February). The signature pedagogies of the professions of law, medicine, engineering, and the clergy: Potential lessons for the education of teachers. In *Talk Delivered at the Math Science Partnerships (MSP) Workshop: "Teacher Education for Effective Teaching and Learning" Hosted by the National Research Council's Center for Education February* (pp. 6-8).
- Sikes, P. J., Measor, L. & Woods, P. (1985). *Teacher careers: Crises and continuities*. East Sussex, State: Falmer.
- Sisodia, R. S., Sheth, J. N., & Wolfe, D. B. (2008). *Firms of endearment: How world-class companies profit from passion and purpose*. Pearson Education.
- Smith, M. C. (1997). *Self-reflection as a means of increasing teacher efficacy through cognitive coaching* (Doctoral dissertation, California State University, Fullerton).
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Smylie, M. A. (1989). Teachers' views of the effectiveness of sources of learning to teach. *The Elementary School Journal*. 89(5). 543-558.
- Smylie, M. A., & Conyers, J. G. (1991, Winter). Changing conceptions of teaching influence the future of staff development. *Journal of Staff Development*, 12(1), 12-16.
- Southeast Center for Teacher Quality. (2004). *Unfulfilled promise: Ensuring high quality teachers for our nation's students*. Retrieved from <http://www.ecs.org/html/Document.asp?chouseid=5320>
- Sparks, D. (1995). Focusing staff development on improving student learning. *Handbook of Research on Improving Student Achievement* (pp. 163-169). Arlington, VA: Educational Research Service.
- Sparks, D. (Ed.). (2006). *Leading for results: Transforming teaching, learning, and relationships in schools*. Corwin Press.
- Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development for teachers. *Journal of Staff Development*, 10(4), 40-57.
- Sparks, G. M. (1983). Synthesis of research on staff development for effective teaching. *Educational leadership*, 41(3), 65-72.
- Sparks, G. M. (1986). The effectiveness of alternative training activities in changing teaching practices. *American Educational Research Journal*, 23(2), 217-225.

- Speck, M., & Knipe, C. (Eds.). (2005). *Why can't we get it right? Designing high-quality professional development for standards-based schools*. Thousand Oaks, CA: SAGE.
- Staiger, D., & Rockoff, J. (2010). Searching for effective teachers with imperfect information. *Journal of Economic Perspectives*, 24 (3), 97–118.
- State of the State: Reading and the Future of Reading Coaches in Florida. (June 29, 2008). Just Read, Florida! Tallahassee, FL: Department of Education. Retrieved from <http://www.justreadflorida.com/conference/Leadership/CoachInstitute.pdf>
- Steffy, B. E., Wolfe, M. P., Pasach, S. H. & Enz, B, J. (2000). *Life cycle of the career teacher*. Thousand Oaks, CA: Sage.
- Stein, M. K., Smith, M. S., & Silver, E. A. (1999). The development of professional developers: Learning to assist teachers in new settings in new ways. *Harvard Educational Review*, 69(3), 237-270.
- Stoltzfus, T. (2008). *Coaching questions: A coach's guide to powerful asking skills*. Virginia Beach, VA: Tony Stoltzfus.
- Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most*. New York, NY: Penguin.
- Strahan, D. (2003). Promoting a collaborative professional culture in three elementary schools that have beaten the odds. *Elementary School Journal*, 104(2), 127–133.
- Stringer, E. T. (2013). *Action research*. Thousand Oaks, CA: SAGE.
- Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20(3-4), 165-184.
- Stuit, D., & Smith, T. M. (2010). *Teacher turnover in charter schools*. Research brief. National Center on School Choice. City, State: Vanderbilt University.
- Super, D. E. (1990). A life-span, life-space approach to career development. In Duane Brown & Linda Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (pp.197-261). San Francisco, CA: Jossey-Bass.
- Teoh, M., & Coggins, C. (2013). *Great expectations: Teachers' views on elevating the profession*. Boston, MA: Teach Plus.
- The Learning Network. (2006). *Data sheet: The learning network in Battle Creek, Michigan*. Katonah, NY: Richard C. Owen Publishers.

- Tienken, C. H., & Stonaker, L. (2007). When every day is professional development day. *Journal of Staff Development, 28*(2), 24.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development: Best evidence synthesis iteration*. Ministry of Education.
- Tracy, C. O., & Walsh, K. (2004). NCTQ reports. Retrieved from [http://teacher-ed.usnews.com/p/publications/docs/nctq\\_report\\_spring2004\\_20071129024236.pdf](http://teacher-ed.usnews.com/p/publications/docs/nctq_report_spring2004_20071129024236.pdf)
- Truesdale, W. T. (2003). The implementation of peer coaching on the transferability of staff development to classroom practice in two selected Chicago public elementary schools (Doctoral dissertation, Loyola University of Chicago).
- Turner, C. (2013, February 17). Andragogy in organizational learning. [Web log comment]. Retrieved from <http://psychlearningjournal.wordpress.com/2013/02/17/andragogy-in-organizational-learning/>
- Twining, P. (2014, March 4). Is teaching still a profession? [Web log comment]. Message posted to <http://theconversation.com/is-teaching-still-a-profession-23805>
- Uline, C. L., Miller, D. M., & Tschannen-Moran, M. (1998). School effectiveness: The underlying dimensions. *Educational Administration Quarterly, 34*(4), 462-483.
- Vail, J. (2013, May 29). De-professionalizing teachers. [Web log comment]. Retrieved from <http://www.educationshift.net/2013/05/de-professionalizing-teachers.html>
- Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal, 111*(1), 141-163.
- Varlas, L. (2009). Highly effective teachers: Defining, rewarding, supporting, and expanding their roles. *ASCD InfoBrief, 15*(3).
- Veeman, Simon (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*(2), 43-78.
- Vella, J. (1995). *Training through Dialogue. Promoting effective learning and change with adults*. San Francisco, CA: The Jossey-Bass Higher and Adult Education Series.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: Wiley.



- Walling, B., & Lewis, M. (2000). Development of professional identity among professional development school preservice teachers: Longitudinal and comparative analysis. *Action in Teacher Education*, 22(2A), 65-72.
- Walsh, K. (2007). If wishes were horses: The reality behind teacher quality findings. Center on Children and Families Working Paper prepared for the forum “Measuring Child Well-being,” on March 28, 2006.
- Watt, H. M., & Richardson, P. W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18(5), 408-428.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2010). *Professional learning in the learning profession. A status report on teacher development in the US and abroad (Technical Report)*. Dallas, TX: National Staff Development Council.
- Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional development in the United States: Trends and challenges*. Dallas, TX: National Staff Development Council.
- Wenglinsky, H. (2000). How teaching matters: Bringing the classroom back into discussions of teacher quality.
- Wenglinsky, H. (2002). The Link between Teacher Classroom Practices and Student Academic Performance. *Education Policy Analysis Archives*, 10(12), n12.
- Wheatley, M. J. (2002). Turning to one another: Simple conversations to restore hope to the future. City, State: Berrett-Koehler Publishers.
- Whitehurst, G. J. (2002, March). Scientifically based research on teacher quality: Research on teacher preparation and professional development. In White House Conference on Preparing Tomorrow's Teacher.
- Williams, J. M. (2008). *Jules on Schools: Teaching, Learning, and Everything in Between*. City, State: Clover Valley Press LLC.
- Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education*, 24, 173-209.
- Wilson, AE; Ross, M (April 2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, 80(4): 572–584.
- Wood, F. H., & Killian, J. E. (1998). Job-embedded learning matters to school improvement. *Journal of Staff Development*, 19, 52-54.

- Wood, F. H., & McQuarrie, F. (1999). On-the-job learning. *Journal of Staff Development*, 20(3), 10-13.
- Woods, P. 1994. The conditions for teacher development. In Grimmatt, P.P.; Neufeld, J. (Ed.), *Teacher development and the struggle for authenticity: professional growth and restructuring in the context of change*. New York, NY: Teachers College Press.
- Wong, J. L. (2006). Control and professional development: Are teachers being deskilled or reskilled within the context of decentralization? *Educational Studies*, 32(1), 17-37.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57-67.
- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (Eds.). (2005). *Reflective practice to improve schools: An action guide for educators*. City, State: Corwin Press.
- Young, V. M. (2006). Teachers' use of data: Loose coupling, agenda setting, and team norms. *American Journal of Education*, 112(4), 521–548.
- Yusko, B., & Feiman-Nemser, S. (2008). Embracing contraries: Combining assistance and assessment in new teacher induction. *The Teachers College Record*, 110(5), 923-953.
- Zepeda, S. J. (2012). *Professional development: What works*. Larchmont, NY: Eye on Education.