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ABSTRACT
              Changes in education have direct implications for the
role and responsibility of professional development. This eighth
guidebook in a series of nine video conferences examines the meaning
of professional development in light of recent educational
innovations. Included are an outline of new priorities and expanded
functions of professional development and a discussion of new
delivery systems for professional development. Also provided are pre-
and post-activities, a program evaluation, essays and school-based
activities highlighting conference topics, information about other
video conferences in the series and computer forums, course credit
information and a list of supplementary materials, 36 references and
a video source, and a listing of 9 regional resources. Biographical
information is given on the conference presenters. (LMI)

RESTRUCTURING TO PROMOTE LEARNING IN AMERICA'S SCHOOLS

A GUIDEBOOK

8

The Meaning of Professional
Development in the 21st Century

Presented by the

**North Central Regional
Educational Laboratory**

and the

Public Broadcasting Service

Use of This *Guidebook*

Guidebook Purposes

1. **Before** the video conference, the *Guidebook* provides pre-conference activities.

2. **After** the video conference, the *Guidebook* contains a post-conference activity.

3. The essay highlights topics discussed during the video conference. It is followed by two sets of activities: one set relates directly to the essay; the other set is school-based.

4. Finally, this *Guidebook* provides information about the remaining video conference in the series, the computer forums, course credit, and supplementary materials that are available for this professional development program.

Instructions to the Site Facilitator

Pre-Conference Activities
(Allow 30 minutes.)

Before viewing the video conference:

ASK the participants to introduce themselves. If possible, have them form small groups or pairs.

ASK the participants to complete the **Pre-Conference Activities**. These activities are on page 4 and are identified by the hand/pencil symbol:

Post-Conference Activities
(Allow 30 minutes.)

After viewing the video conference:

ASK the participants to complete the **Post-Conference Activity**.

This activity is on page 6 and is also marked by

ADVISE participants that workshop activities have been included in this *Guidebook*. These activities may be completed in schools, state education agencies, or other educational facilities.

Video Conference 8

THE MEANING OF PROFESSIONAL DEVELOPMENT IN THE 21ST CENTURY

Written by:

Judson Hixson
Margaret Banker Tinzmann

North Central Regional
Educational Laboratory

NCREL

The North Central Regional Educational Laboratory is a nonprofit organization devoted to supporting efforts of the educational community by bridging the gap between research and practice to provide effective instruction for all students. NCREL is primarily funded through the Office of Educational Research and Improvement of the U.S. Department of Education. NCREL and PBS have been presenting national video conferences since 1987.

PBS

The PBS Elementary/Secondary Service acquires and distributes high quality, K-12 instructional television programs; provides professional development for educators; delivers electronic and print information services for and about Public Television (PTV) and education; serves as a national advocate for the use of technologies; and tracks developments in national policy for the educational television community.

The PBS Adult Learning Service (ALS) offers college-credit television courses through local partnerships of public television stations and colleges. Since 1981 more than 1,500 colleges, in cooperation with 300 stations, have enrolled over one million students in ALS-distributed courses. In August 1988 ALS launched the PBS Adult Learning Satellite Service (ALSS) as a direct satellite service for higher education, offering a wide variety of programming.

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Illinois State Board of Education
Indiana Department of Education
Indiana University at Bloomington
International Business Machines
Iowa Department of Education
Michigan Department of Education

Minnesota Department of Education
National College of Education
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OVERVIEW: PROFESSIONAL DEVELOPMENT SERIES

**NCREL's Goal:
A Forum on
Restructuring Schools**

The concept of educational laboratories emerged during the War on Poverty in the 1960s. Education was viewed as crucial to anti-poverty efforts, but the inability of policymakers, researchers, and practitioners to communicate with one another about effective strategies and practices was a significant obstacle to substantial educational improvement. One of the reasons Congress created the laboratories was to promote dialogue about promising practices among these diverse actors. Today there are nine federally funded regional educational laboratories in the country working to help educators and policymakers impro/e the quality of education by applying research findings to educational practice.

NCREL sees telecommunications as an effective vehicle for creating a forum on restructuring schools that brings together practitioners, policymakers, and researchers so that they can enrich each other's perspectives. Tele communications can bridge geographic separations and create networks of common stakeholders in restructuring efforts.

However, the satellite transmission itself does not create a forum. How the telecommunications event is structured is a crucial factor in determining the effectiveness of the forum. This professional development series was designed to:

- Focus the movement for restructuring schools on the fundamental issues of schooling: learning, curriculum, instruction, and assessment

- Provide opportunities for participants to interact with researchers, teachers and administrators, and policymakers in a structured thinking process

- Help apply new ideas and develop local expertise

- Promote a broad range of local and electronic networking

- Help educators prepare students to meet the new roles and opportunities of a profoundly changed and changing society

- Provide a framework for organizing what research says about fundamental change

Components of the Professional Development Series

Four components of this professional development series enhance the potential for creating a national forum:

1. Video conferences

2. Computer forums

3. Print materials

4. College credit

See Additional Information, page 48.

Video Conference Titles and Dates (1990)

1. The New Definition of Learning: The First Step for School Reform (February 14)
2. The Thinking Curriculum (March 21)
3. The Collaborative Classroom: Reconnecting Teachers and Learners (April 26)
4. Multidimensional Assessment: Strategies for Schools (May 24)
5. Schools as Learning Communities (June 6)
6. Many Roads to Fundamental Reform: Getting Started (June 20)
7. Many Roads to Fundamental Reform: Continuing the Journey (July 11)
8. The Meaning of Professional Development in the 21st Century (July 25)
9. Reconnecting Students at Risk to the Learning Process (August 8)

Content

The core message of the video series is this: A fundamental restructuring of schools should be driven by a new vision of learning, a vision which transforms all dimensions of schooling. Thus, the first video conference focuses on the new research on learning. The next three video conferences discuss the cognitive and social environments that can be created in classrooms to support meaningful learning. The last five video conferences explore changes that can be made in the social organization of schools to support these classrooms.

VIDEO CONFERENCE ACTIVITIES

Pre-Conference Activities

Post-Conference Activity

Pre-Conference Activities

Activity 1: What effective professional development efforts have you experienced? (Allow 20 minutes.)

RECALL and briefly DESCRIBE a professional development effort you have experienced that you have found especially effective and meaningful to you. Then LIST factors that you believe made the experience effective and meaningful for you.

Description of the professional development experience:

Factors that made it effective and meaningful:

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Activity 2: What is this video conference about? (Allow 5 minutes.)

SURVEY the essay, activities, and biographies in this *Guidebook* to PREDICT what you will learn in this video conference. WRITE your predictions below. SHARE your predictions with a partner or group if possible.

Activity 3: What are your goals for viewing this video conference? (Allow 5 minutes.)

WRITE your goals for viewing Video Conference 8.

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Post-Conference Activity

INSTRUCTIONS TO SITE FACILITATOR:

ASK the audience to form groups of 3 to 5 people. GUIDE them through the Post-Conference Activity.

Activity: How can you use the ideas in this video conference?

REVIEW the professional development experience you described and factors you listed that made it effective and meaningful in Pre-Conference Activity 1. CHANGE or ADD TO those factors based on ideas you learned in this Video Conference. Then DESCRIBE a professional development experience you have had that was not effective and meaningful for you. USE the ideas you learned in this video conference to DESCRIBE how you would change that experience to make it more effective and meaningful.

Additional factors that made your professional development experience effective and meaningful:

Description of experience that was not effective:

Ways to change an unsuccessful professional development experience to make it more effective and meaningful:

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Essay

THE MEANING OF PROFESSIONAL DEVELOPMENT IN THE 21ST CENTURY

What Changes Are Generating New Needs for Professional Development?

What Are the Implications of These Changes for Professional Development?

What Are the Delivery Systems for New Professional Development for the 21st Century?

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What Changes Are Generating New Needs for Professional Development?

Introduction

As we approach the year 2000, there is increasing awareness of the relationship between the quality of education available to all of today's students and the future quality of life in the United States. Report after report details in dramatic fashion the danger of continuing along the same educational path and, in particular, the urgent need to improve substantially the educational outcomes for those students most at risk of educational failure. As a result, support for basic restructuring of the whole of the educational enterprise is replacing the traditional strategy of simply trying to improve the structures that currently exist. The restructuring framework presented in this series reflects this need for fundamental changes in the content and process of schooling and sets the context for rethinking the role of professional development in the educational structure.

Previous programs in this series have discussed critical dimensions of this framework—new definitions of learning, guidelines for curriculum development, strategies for instruction and assessment, relationships between the school and the broader community, and strategies for making the transition from the schools we have to those we need. The series also reflects our belief that institutional change is both a people and a policy process. We applaud the schools and Boards of Education that have adopted new policies, procedures, and standards to facilitate and support their change efforts. At the same time, however, meaningful change will occur only when those who work in and with schools have the opportunity to develop the attitudes, beliefs, knowledge, and skills necessary to translate these new ideas and concepts into meaningful and specific plans for change and to incorporate them into their day-to-day routines. Professional development is fundamental to attaining this level of change. Accordingly, this essay and Video Conference 8 will highlight new approaches to professional development that match the new goals for schooling and the framework for school restructuring that have been proposed in this series.

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These new approaches differ significantly from traditional professional development. Too often, professional development has focused primarily on helping teachers and administrators develop isolated skills and strategies for improving one or another aspect of the educational process. This condition is largely a result of the reductionist approach to education; that is, all aspects of schooling have been viewed as simply a composite of discrete skills and bits of information that can be taught separately with the hope that they will somehow be put together into a coherent and meaningful whole. As a result, professional development has tended to be fragmented and has not reflected the complex relationships and interdependency among all aspects of the overall educational process.

Increasingly, however, we see new approaches to professional development based on the fundamentally different framework of assumptions and understandings about essential elements of schooling presented in this series. More specifically, these new approaches reflect three central challenges of the 21st century: (1) meeting the needs of an increasingly diverse student population, (2) adopting new and more appropriate goals for schooling, and (3) implementing new organizational structures that promote shared responsibility, collaboration, and continual learning for both students and adults.

Meeting the Challenge of Student Diversity

The first challenge focuses on the need for better understanding of an increasingly diverse student population. At the Key Elementary School in Indianapolis, for example, staff have been using Howard Gardner's concept of multiple intelligences to frame an approach to student diversity that goes beyond the traditional focus on skin color, physical appearance, or language. Specifically, the school seeks to build on and develop spatial, musical, personal, and interpersonal intelligences in addition to the traditional focus on verbal/linguistic and mathematical reasoning. Similarly, the work of Hubert Dyasi, Director, City Colleges Workshop Center of the City Colleges of New York, reminds us that today's students also bring to school diverse histories and cultural perspectives, new patterns of experience and expectations, and diverse styles and approaches to learning and organizing information--all of which must be utilized and built upon in developing instructional programs.

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Future educators, however, must not only be aware of this "new" student diversity, but also they must be attitudinally and practically prepared to be comfortable and confident in accepting it as an expected part of the context in which they will work. Indeed, learning is facilitated most when teachers believe that (1) all students can learn and (2) that the differentiating factor in student achievement is the appropriateness and effectiveness of the instructional experiences to which they are exposed rather than the characteristics of their families and communities or the "learning credentials" they bring to the classroom.

We can no longer afford to have teachers or administrators who have little understanding or respect for the students they teach or who spend more time discussing, and being "appropriately" sympathetic to, the conditions of their students' lives than to ensuring that students have the skills necssary to change them. The strong emphasis on professional development needed in the areas of student diversity and multicultural approaches to education may be found in such school districts as Lincoln, Nebraska, and the Cherry Creek Schools in Denver, Colorado; the certification requirements in the State of Wisconsin; or the ABCD (Accepting Behaviors for Cultural Diversity) project of the Michigan Department of Education. In each instance, it is clear that the type of understanding and skills required, as well as confidence and a sense of efficacy can be cultivated through professional development experiences at both the preservice and inservice levels.

Adopting New Goals for Schooling

The second challenge for professional development in the 21st century focuses on achieving meaningful learning for all students. The NCREL framework for restructuring to promote learning has proposed four basic organizing constructs in this arena--constructs which, though not yet the norm, are nonetheless being used in schools and states throughout the country.

- The first point of departure is a "new definition of learning" that reflects the increasing consensus that an information-dominated society will require adults who are prepared for a lifetime of inquiry, analysis, collaborative learning, problem solving, and decisionmaking. At Milwaukee's South Division High School, faculty spent more than a year developing a new vision of learning that now drives the restructuring of the whole of the educational program.

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- Second, a "thinking curriculum" promotes understanding and application of knowledge both within and across subject areas by teaching both content and applied thinking processes, and incorporating the diverse perspectives and contributions of all groups, in all content, and at all levels. In Michigan and Wisconsin, entirely new curricula for science and reading (respectively) focus on understanding and applying what is learned and are driving state priorities for professional development, while in East St. Louis, Illinois, staff have been learning how to teach science to urban students without the use of textbooks.

- Third, proposals for new collaborative approaches to instruction give teachers the opportunity to coordinate, facilitate, and guide students' learning experiences, as well as deliver information. At Greenfield Park Elementary School in Detroit and Fredericksburg Community School in Fredericksburg, Iowa, for example, such collaborative approaches are becoming the norm. Developing partnerships with others outside of the school, however, is also an important part of the collaborative process (Arends, 1990; Elementary School Center, 1988).

- Finally, alternative assessment methods reflect new learning goals, curricular content, and multiple aspects of intelligence and do not rely on multiple choice, norm-referenced, standardized tests as the primary vehicle for assessing individual students or the effectiveness of teachers and schools. Whether video-based assessment at South Medford High School in Oregon or the new state-level assessments in California and Connecticut, the movement toward more diverse strategies for assessing student progress is increasingly evident.

All four of these areas have major implications for the type of professional development that will be necessary to support restruc turing initiatives that promote learning.

Implementing and Working In New Organizational Contexts

The third challenge in the 21st century that helps to define the new context for professional development is the nature of the school as a workplace. We have suggested above that schools of tomorrow will become centers of learning in their communities, serve a dramatically changed clientele, and adopt new learning and instructional goals. However, the vast majority of today's schools are not structured or organized to fulfill these new responsibilities (Shanker, 1990).

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We take our lead in this arena from notable exceptions that pro-
vide important insights into new ways of organizing and managing
both the people and the organization itself. For example, in the
National Educational Association's Mastery in Learning Project
and the American Federation of Teacher's Center for Restructur-
ing networks, teachers and administrators are developing new
strategies for working collaboratively to make judgments about al-
location of staff, fiscal and material resources, uses of time and
space, student assignments, curriculum, and instructional
materials. Tomorrow's schools will also increasingly become
learning communities for adults as well as students. This means
that teachers share the role of teaching with others, that teachers
and administrators collaborate with each other to learn, that
parents come into the school to learn, and that members of the
community share their expertise in the school.

Tomorrow's teachers and administrators will also collaborate with
other professionals concerned with the overall welfare of the
children, families, and other adults in the school community--
professionals who will increasingly come to work in, and with,
schools. Accordingly, they will need to understand the external
conditions that affect student performance and the implications for
instruction, school administration, and the relationship between the
school and other agencies. In Chicago's Corporate/Community
School, the "hub-of-the-network" approach provides one example
of how school-community-agency collaboratively can effectively
address the non-educational needs of students and their families.

What Are the Implications of These Challenges for Professional Development?

The preceding section has outlined the evolving changes in the
context of education that have direct implications for the role and
responsibility of professional development. As Bruce Joyce
(1990) has observed, "Whether better-designed curriculums will
be implemented, the promise of new technologies realized, or
visions of a genuine teaching profession take form, all depend to a
large extent on the strength of the growing professional develop-
ment programs...."

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This section outlines two areas--new priorities and expanded functions of professional development--in which we believe focused attention and consideration are necessary for both guiding the development of new models and strategies for professional development, as well as for strengthening and extending the excellent professional development programs that currently exist. What follows is not a prescription for all people in all places. Instead, what we propose is a strategic framework of issues derived from the dimensions of restructuring as they have been presented in the NCREL/PBS series, exemplary professional development programs from around the country, and new research on critical elements of effective professional development.

As a starting point, there are four overriding principles which we believe provide the foundation for the new priorities and functions discussed below.

- First, professional development is the primary vehicle through which important educational changes are implemented.

- Second, the content of all professional development is philosophically consistent with the schools' or districts' instructional, organizational and improvement/restructuring goals.

- Third, the content of all professional development is supported by valid and consistent evidence from research and/or practice.

- Finally, the content and conduct of all professional development both respects and reflects the contributions, experiences, and perspectives of the various racial, ethnic, religious, and cultural groups that make up American society--regardless of whether they are represented among the local schools' students or staff.

New Priorities

Based on the changing realities and contexts of schooling outlined in the beginning parts of this essay and the basic principles listed above, this section outlines new priorities needed to guide both the focus and practice of professional development.

1. Organizational Change

As indicated earler, we believe that the changes necessary to promote meaningful educational improvement are both fundamental and systemic. Staff developers of the future, therefore, will find themselves increasingly becoming organizational and institutional change agents, facilitators and mediators rather than simply skill builders or dispensers of knowledge. As Ron Edmonds noted many years ago, what is missing in "failing" schools is not so much an absence of knowledge as it is how people feel about what

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they know, how they think about what they do, and what they believe about the students they teach and the colleagues with whom they work. Knowledge is important, but equally, if not more important, is the "culture" of the school--the framework of beliefs and the attitudinal infrastructures that guide the thousands of instructional, management, and organizational decisions that school staff must make on a daily basis, and the way those decisions make an impact on the educational options for those students who are being least well-served by the current system (Fullen, 1987).

Professional development, therefore, will be likely to focus as much on issues such as developing new role definitions and organizational structures; establishing collaborative relationships; and helping school staff consider new ways of utilizing people, time, space, and other school and community resources, as on developing individual skills (Dillon-Peterson, 1990). As Shroyer (1990) has noted, "For staff development programs to effectively change educators' beliefs and behaviors to support school improvement, these programs must be based on a sound understanding of organizational development and the factors that enhance school change.... Professional development planners must take into account what change means to the organization, as well as the people within the organization." For example, in the Chicago Public School's CANAL (Creating A New Approach to Learning) Project, schoolwide professional development provides a catalyst for challenging old assumptions and patterns of practice for energizing schools and communities to explore new possibilities rather than simply rearranging what already exists. Similarly, in the Lincoln, Nebraska, Public Schools, an "ecosystem" approach locates professional development as a part of a larger organizational improvement program. At Beaupre Elementary school in Aurora, Illinois, "new age" staff developers are helping teachers broaden their conception of what "the classroom" means...to expand the boundaries of their thinking to include a community agency, a local business, or even a vacant lot as a learning environment, rather than simply providing new ideas for classroom management or direct instruction.

2. Professional Development as Locally Developed and Implemented

Though the district and state will continue to play important roles in enabling and supporting restructuring and related professional development efforts, the primary focus for change will continue to be at the school level--it is, after all, in schools and classrooms that the essential process of teaching and learning take place. Accordingly, it is within the context of the individual school's realities and priorities for change that professional development needs can

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be best identified and addressed. Similarly, it is at the local school that developing the capacity for continuing growth and development will have the most meaning and impact, and will contribute most directly to the evolution of schools into true "learning communities." This perspective also suggests a broader view of the staff developer that allows more effective use of the knowledge and expertise of a wide variety of professionals and others who work in both schools and the broader community. In Chicago, for example, the almost 600 newly elected Local School Councils are drawing on the talents of a wide variety of professionals to provide training and support to both Council members and school staff.

3. Professional Development as an Integrated Continuum of Experiences

As will be true for their students, the world in which teachers and administrators live and work will be one in which the only constant will be change. As Shulman (1987) observes, "What we hold to be true for students must, of necessity, hold true for teaching and teachers." That is, to remain effective, teachers and administrators will need to continually upgrade their skills, expand their knowledge, and develop new strategies to meet the needs of increasingly diverse students and their parents. Accordingly, professional development can be viewed as an integrated and planned continuum of professional and personal growth experiences (Howey & Zimpher, 1990).

Beginning in preservice education, the focus is on developing the basic knowledge base and pedagogical competencies necessary for initial certification. The induction stage provides a bridge from the student-teacher to the students' teacher roles in which the primary attention is translating theories and concepts into effective practice and identifying areas where additional information and training are needed. Programs for continuing certification provide the "opportunity" for staff to make sure that their knowledge and skills remain "state-of-the-art." Lastly, professional development options for experienced and/or permanently certificated staff should include a focus on renewing the spirit as well as the skills. Experienced, and for that matter, retired staff should also be encouraged to serve as mentors, coaches, and resource consultants to other less experienced staff in the district as well as preservice students in area colleges and universities.

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The joint professional preparation and continuing professional development program being implemented by the Ohio State University, the Columbus Public Schools, and the Columbus Federation of Teachers is just one example of the continuum concept in practice. The goal is to create the conditions that promote continual improvement of the expertise of all school and district staff, as well as others in the broader community, and, as a result, to improve the educational experiences of all students.

4. Organizational and Individual Responsibility

Professional development has been described thus far as primarily an institutional responsibility. We firmly believe that school districts and state departments of education have the primary obligation to ensure that all staff receive the training necessary to carry out their job responsibilities effectively. However, it is also important that educational staff at all levels have a parallel obligation to continue their own professional growth and development. Beyond the opportunities provided at the district or state levels, all staff have a responsibility to keep abreast of new research, to seek out new strategies to improve their performance, and to share new ideas and information with their colleagues.

In Glenview, Illinois, for example, a Professional Development School model, developed in partnership with the University of Illinois at Chicago and DePaul University, is based in part on the notion that individual teachers must "become more responsible for their own competence and performance...." Toward this end, school staff have developed a constitution that spells out both professional responsibilities and professional relationships. Further, their seven-year model includes one year of internship and two years of residency. This commitment to individual development is particularly important for staff responsible for organizing and providing professional development (Burden, Sparks, and Borchers, 1989). This approach is featured in Video Conference 8 in our video series.

Expanded Functions of Professional Development

In addition to the framework of new priorities outlined above, there is a second set of implications derived from the changes that are driving school restructuring and associated professional development efforts. The five basic functions described below are not particularly new. However, situating these functions within the context of new priorities allows the development of goals and norms of practice that are substantively different from those which

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have described more traditional professional development strategies. These functions include (1) expanding the knowledge base, (2) learning from practice, (3) developing new attitudes and beliefs, (4) providing opportunities for self-renewal, and (5) collaborating with, and contributing to, the growth of others.

1. Expanding the Knowledge Base

Responding to the new realities described earlier requires that teachers and administrators develop new information and conceptual understandings related to the changing goals and expectations for education: the increasingly diverse students they will teach, expanded definitions of learning, new approaches to measuring what has been learned, and the context within which the educational process will occur. In this vein, Darling-Hammond (1988) has noted that "knowledge is the basis for permission to practice and for decisions that are made with respect to the unique needs of clients."

In most cases, however, these new understandings are far different from those they are taught in traditional teacher or administrator preparation programs. Similarly, the degree to which new research about learning, curriculum organization, or diverse instructional approaches is incorporated in most preservice curricula remains limited. As a result, few prospective teachers or administrators have developed the knowledge base and related skills necessary to work successfully in urban classrooms or with diverse groups of students or to use multiple teaching and assessment strategies to accommodate the varying learning patterns and strengths of their students.

Current and prospective teachers and administrators need ready and effective access to the tremendous pool of knowledge, research, and experience that provides the foundation for the new models of schooling being proposed and experimented with around the country. It is these areas that will, in part, form a new "curriculum" for 21st century professional development. In far too many instances, educational improvement is impeded not by a lack of information, but the lack of access to it. Ongoing professional development can become a primary vehicle by which access to new information is achieved.

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In NEA Mastery in Learning sites, for example, there is a concerted effort to improve the basic knowledge level of staff; media specialists and librarians or other school staff have assumed responsibility for managing online data bases, video libraries, and other informational resources to augment traditional print resources. At the Center for Applied Research, a joint project between the Minneapolis Public Schools and the University of Minnesota, teachers hold study seminars on new instructional strategies and recent results from research on learning. In Chicago, Dade County, Florida, and other districts around the country, school administrators are involved in multi-school projects on effective strategies for community involvement in school-based decision-making. And a recent issue of Reflections, the Brookline, Massachusetts, educational journal, published 17 articles written by teachers and school staff. These are just some of the professional development strategies that can help teachers and administrators develop the knowledge bases necessary to be successful educators for the 21st century.

2. Learning From Practice

Access to information is clearly a necessary ingredient for educational improvement, but, by itself, it is not sufficient. This is particularly true when one is seeking to help people develop new skills and patterns of practice that are different from, or even contradictory to, those they have established over many years and that have been previously considered fully acceptable. Teachers and administrators need not only to become knowledgeable about new concepts, ideas, and models, but need opportunities to learn from other teachers or administrators how they can be applied in the "real world," as opposed to ideal or special situations. This peer teaching and collaboration approach also allows the development of local expertise in ways that would otherwise not be possible. These ways include opportunities to observe others modeling desired behaviors, to benefit from coaching by colleagues, and to receive meaningful feedback on their progress. In addition to teachers and local school administrators, parents, central office staff, school support staff, staff of community agencies, and local business owners must also learn how to fulfill new roles and meet changed expectations about the nature of their relationship and responsibility to the school.

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For example, each year at IBM- and Burger King-sponsored seminars and the Harvard Principals' Academy, teams of local school principals explore new management and leadership strategies or models for collaborative decisionmaking. At the Regional Staff Development Center in Kenosha, Wisconsin, teacher exchanges provide extended opportunities for teachers to learn new skills from colleagues who are particularly talented in various content areas, instructional strategies, and working with diverse students.

3. Developing New Attitudes and Beliefs

Much of current educational practice is based on beliefs about students' capabilities, proper student and teacher roles and responsibilities in the instructional process, how learning occurs and can best be facilitated, and the responsibilities of schools as contrasted to those of the home and community. In addition, teacher attitudes toward such other issues as the various racial and ethnic groups in the school-community, increasingly localized responsibility and accountability, use of technology, and their own self-concept and sense of efficacy are all areas which staff developers will increasingly be called on to address. Changing attitudes and beliefs are among the most difficult aspects of any professional, or for that matter personal, development experience. Most often these can be changed by opportunities to engage in continuing dialogue with others who share similar realities, responsibilities, and challenges/problems, but who approach them from different perspectives and points of view, and who are willing to share their successes, failures, and strategies for maximizing the former and minimizing the latter.

In Milwaukee, Wisconsin, a partnership among the school district, Cardinal Stritch College, and NCREL resulted in development of a semester-long professional development program for teachers newly assigned to the district's inner-city schools. In another NCREL partnership with the Wisconsin Department of Public Instruction, the focus is on changing rural educators' beliefs about reading comprehension and assessment. Also, at Michigan State University, a special focus on addressing the challenge of student diversity is one of the primary thrusts of the teacher preparation curriculum.

4. Opportunities for Self-Renewal

As is true for virtually all other segments of society, the content and context of schooling is changing rapidly and at an ever-accelerating rate. Accordingly, professional development is less and less an objective to be achieved, but, instead, a continuing journey—one that must be undertaken, in part, by individuals operating within the context of their own unique needs and circumstances. Like students, educators must become lifelong learners who are both disposed, and able, to pursue continuing growth in their knowledge, understanding, and skill in the

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increasingly complex and changing environment of today's schools ar ¹ society. Teachers and administrators who feel good about themselves, and are competent and confident in what they do, are more likely to create similarly supportive and nurturing environments for their students (Marczely, 1990).

Opportunities for self-renewal are rich and varied. In Los Angeles, an individually-oriented approach to professional development provides opportunities for improvement for staff at all levels (De-Vries & Colbert, 1990). In the Toronto area, a "Learning Consortium" of four school districts and two universities provides sustained opportunities for educators at all levels to explore strategies and research that can support improved students' learning. At Fairdale Hig: School (Louisville, Kentucky), a basic principle is that "staff s⁷   ᵥs results from motivated and competent people working in an e.   ᵥonment which is committed to their success, continued growth, and development." Group subscription rates for professional magazines and journals, passes to local university libraries, and a liberal sabbatical/study leave policy are just some of the initiatives designed to promote a culture of continuing professional development. Other strategies for self-renewal and lifelong learning include: professional resource rooms within each school, annual faculty learning and study objectives, study groups, allocation of resources to support staff attendance at conferences and workshops and to visit other schools, and a regular schedule for rotation of staff assignments and responsibilities.

5. Collaborating With and Contributing to the Growth of Others

Similar to that of other professions, the continuing growth and professional development of educators may be substantially enhanced by opportunities to collaborate with others. The opportunity to take advantage of the expertise of others, and be recognized for their own, can provide educators with important reinforcement and incentive for continuing growth and development, as well as the enhanced personal status and respect that comes from membership in a "community of learners" with their professional colleagues.

At the Gheens Center in Louisville, Kentucky, teachers are trained as leaders and are expected to provide regular professional development workshops/seminars for their peers. Other districts provide various incentives to encourage staff to develop presentations for professional conferences and seminars. Time for monthly team meetings has been built into the regular school schedule, and private resources have been sought to support collaborative workshops between school staff and community residents. Following innovations in the corporate world, suggestions that administrative

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job descriptions include the expectation that all district administrators will develop specific plans to support collaboration among their own staff as well as between different departments or schools are also attracting the interests of public school leaders.

What Are the Delivery Systems For Professional Development For the 21st Century?

Earlier in this essay, we addressed school-based strategies for providing professional development. This section attends to some of the critical aspects of delivering professional development to a widely diverse and dispersed audience. Specifically, we will focus on large-scale delivery systems: technology, preservice and administrative preparation, district strategies, and state strategies.

Technology

In the arena of professional development, technology is a seriously underutilized tool which can allow us to pursue desired professional development goals in a more effective, efficient, flexible and innovative manner than would otherwise be possible. This section explores some of these possibilities.

As professional development becomes more directly integrated with school restructuring efforts, issues of impact and access become increasingly important. Various existing and emerging technologies can provide new options for addressing both of these issues. However, we do not intend to imply that technology can, or should, totally replace more traditional forms of professional development. Instead, we propose to exploit the options afforded by technology to extend and make more effective much of the excellent professional development that is practiced in many schools, school districts, and states. There are two basic areas in which technology can become a particularly powerful tool: increasing the impact and expanding access and flexibility of overall professional development efforts.

Increasing Impact of Professional Development

While there are a wide variety of factors and conditions that affect the ultimate impact of professional development programs, there are a number of important elements that can be significantly enhanced through the use of technology: (a) the quality of the method of presentation, (b) opportunities to review information that has been presented, (c) opportunities to discuss key issues and concepts with colleagues and experts through online debates and forums, (d) opportunities for supervision, coaching and feedback, both within and between schools, (e) access to "expert systems"

for support in decisionmaking and problem solving, (f) opportunities to make thinking processes, such as those that related to modeling, more visible and explicit, and (g) provision of rich context environments for learning through visual media.

Expanding Access and Flexibility

It is axiomatic that no matter how excellent a professional development opportunity might be, it is of little value if it is not accessible to those who need it most when they need it most or is available to such small numbers of people that its impact is minimal or irrelevant. The majority of current approaches to professional develor ment usually suffer from one or more of these limitations. Issues of geography, scheduling, numbers of staff to be served, availability of substitutes, and the long-term availability of "expert" researchers or practitioners are just some of the impediments to easy and flexible access to professional development opportunities that can be largely overcome by application of various technologies. The Wisconsin Rural Reading Improvement Project (WRRIP) has solved these problems through a collaborative effort of the Wisconsin Department of Public Instruction and the Wisconsin Public Radio and Television Networks. Through these media, this award-winning project has provided and evaluated technology-supported professional development for the last three years to 17 rural districts in central and west-central Wisconsin. Their strategies combined face-to-face activities with activities conducted over broadcast television and radio, telephone and computer conferences, and two-way narrowcast television. In the first year, the project worked primarily with leadership teams of elementary principals, reading specialists, and library-media specialists and with cadres of teachers from each district to build their knowledge about teaching reading as thinking and about their roles in the professional development process. In the second year, more teachers were brought into the process, and districts individualized the professional development activities to suit their own priorities and needs. The third year has seen still more teachers join the project and districts develop and implement plans to institutionalize the change process.

In California, sweeping curriculum reforms are having a dramatic impact on education. New curriculum requirements have necessitated new methods of disseminating critical information to educators and preparing them for implementing these reforms. The state has found an effective tool for schools to implement professional development through the use of live teleconferences produced by the Educational Telecommunications Network. ETN,

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which is staffed by curriculum experts, provides educators with site-based access to up-to-date curricular information. Originally intended for the County of Los Angeles Unified School District, this powerful program has now become an arm of the California State Department. Through ETN, California is able to use technology to deliver staff development to both rural and urban audiences in ways that it could not do otherwise. ETN's telecasts are framework driven and present and model emphases and strategies for implementing a broad spectrum of subjects: e.g., mathematics, history/social science, collaborative learning, and language arts. Each telecast is live, allowing viewers to call in and participate or to put the show on "pause" and discuss areas of importance. Telecasts also cover such areas as counselor training, textbook reviews, and legislative and legal issues.

Preservice and Administrative Preparation

The previous discussion has focused primarily on professional development for current teachers and administrators. However, if tomorrow's schools are going to be substantially different from the ones we currently have, it is equally important that the preparation of future teachers and administrators be altered. In fact, many have suggested that, with the large number of teachers and administrators likely to retire within the next ten years, changing the preparation of incoming teachers and administrators may well have a greater and more long-lasting impact on substantially altering the character of schooling than inservice programs for current staff. It is, after all, the content, structure, and experiences of these programs that help form teachers' and administrators' expectations, perspectives, and attitudes about their future roles and responsibilities, as well as about the students they will teach, and the types of environments in which they will work. Equally important, these preparation programs also provide the knowledge, experiences and skills that provide the foundation upon which subsequent expertise can be developed. Improving the quality and content of preservice and administrator preparation programs will result not only in educators better able to respond to the challenge of restructuring schools to meet the needs of all students, but also educators who are more disposed to do so.

In addition to developing new strategies for such programs, new opportunities for enhancing the knowledge, skills, and experiences of faculty in these preparation programs ought to be significantly expanded. This is especially important in the area of providing expanded options for prospective teachers and administrators to connect what they learn in the university to the realities of elementary

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and secondary classrooms, schools and communities, particularly those that serve diverse student populations, or large numbers of at-risk students. In this regard, the work by both the Association of Teacher Educators (ATE) and the American Association of Colleges for Teacher Education to develop a broader and more context-based "knowledge base" for teacher education, the initiatives of the Holmes Group, the work of the National Board for Professional Standards, and the new models for preparing both teachers and administrators all reflect a growing recognition that fundamental change is needed.

The District Role

As the responsibility for professional development is increasingly transferred to the local school level, the role of district staff developers must similarly change. While there will be substantial variations among districts, based largely on size, new roles for district staff might include the following:

- Serving as "expert" resource consultants to support local school professional development activities and to assist local school staff in developing the capacity to plan and implement their own professional development programs, including trainer-of-trainers programs for local school staff

- Providing access to resources and materials that cannot be acquired by individual schools in a cost effective manner; e.g. videotapes, interactive programs

- Conducting district-wide professional development programs to assist individual or small groups of teachers from a number of schools developing common skills, or explore topics of interest that could not be provided on a cost-effective basis at individual school sites. This would also include district-wide conferences on topics of broad interest

- Providing professional development for school principals and other district administrators

- Offering seminars, workshops, and other courses that may be required for continuing certification, advancement to new positions (e.g., teachers who would like to become principals), or for advancement on the district's salary schedule

- Providing a vehicle for ensuring that all professional development and related activities are consistent with the basic philosophical orientations of the district, are supported by results from research and practice, can be predicted to impact student achievement, and are evaluated in a systematic manner

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Districts will also have the important responsibility for establishing policies and allocating the resources necessary to support both district-wide and local school professional development activities. This role is particularly important as it relates to establishing a basic infrastructure to support the types of technology-supported professional development described earlier.

The State Role

Similar to the district's role, the role of state departments of education (SEAs) will be diverse, depending on their particular configuration of districts, and their legal relationships and obligations to them. In general, however, the state increasingly will become a resource--both to local schools as well as districts.

In addition to providing direct professional development programs for district and local school staff through consultants or networks of intermediary agencies, SEA professional development administrators can serve several unique functions. These include:

- Establishing policy frameworks and providing resources that support and enable district and local school professional development efforts

- Supporting the development of statewide networks that will extend access to professional development activities and related information through technology

- Providing support in accessing professional development resources that would be too expensive for individual districts; e.g., videotape series subscriptions, statewide license to access and reproduce videoconferences, or development of interactive hypermedia programs on topics of statewide interest and importance

- Providing professional development to meet state requirements for new or continuing certification

- Establishing policies and/or standards to assure the quality of professional development programs, particularly those offered by state institutions of higher education

- Providing professional development opportunities for SEA staff in all areas to ensure that they too maintain currency with the latest information from research and practice as well as the skill levels necessary to provide expert support and assistance to their district-level colleagues

Some Final Reflections

This essay has sought to provide a reasonably comprehensive, yet brief review of the issues, conditions, and needs that are driving new approaches to professional development in terms of goals and

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the strategies for accomplishing them. In each case, however, we have sought to promote several basic ideas.

We believe that professional development can become the process through which educators are enabled to examine thoughtfully and critically the purpose, role, structure, and organization of schooling in relation to the increasingly diverse students and communities they serve. Professional development can help schools move beyond simply improving what they have, to developing new understandings of what they need, new visions of what is possible, and new strategies for how best to "get there from here."

Similarly, staff developers can become more reflective about the impact of their role in the school change process. Clearly, more and more sophisticated professional development has become available and has, in many cases, resulted in important improvements in student performance. Overall, however, there has been little improvement in the educational status of far too many of America's students. Those who have been least well served continue to lag behind. If we are serious about both equity and excellence, then we should confront directly the continuing disparity in achievement among racial, ethnic, and economic groups, and critically examine the role of professional development in helping us do so.

To be sure, there are a myriad of other issues to be confronted and areas in which new strategies must be developed. But NCREL believes that the future status of professional development as an integral part of the equation for school restructuring will be largely determined by the degree to which staff developers can take advantages of new opportunities. At the same time, staff developers need to respond to the challenge of creating schools that will more effectively meet the needs of all students than our current system of schooling has done.

We need a new ethic for professional development--one that ties professional development goals to new priorities for schooling, especially restructuring to promote learning; one that is adequately supported, and reflected in the district's or state's priorities; one that structures professional development as an ongoing part of the professional work environment; and one that promotes the continuing development of local expertise. This is indeed an awesome responsibility, but it is also a tremendous opportunity. It is up to those of us involved in the field of professional development to determine whether or not we are up to the challenge.

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ESSAY ACTIVITIES

What Changes Are Generating New Needs for Professional Development?

What Are the Implications of These Changes for Professional Development?

What Are the Delivery Systems for New Professional Development?

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What Changes Are Generating New Needs for Professional Development?

Activity 1: What professional development activities can help you respond to increasing student diversity?

This activity should be done with a group of teachers, administrators, students, and community members.

DESCRIBE your student body in terms of its diversity now and what you anticipate in the next five years. DESCRIBE your current successes and problems in dealing with student diversity. Then DESCRIBE the support you could gain through professional development activities to increase your successes and minimize your problems. USE the support categories below to help you do this activity.

Your student body now

Your student body in
the next five years

Successes

Problems

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Support needed

Professional development support for awareness of scope of diversity

Professional development support for strategies for responding positively to diversity

Professional development support for changing beliefs about students

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Activity 2: What professional development activities can help you develop, understand, and implement new goals for schooling?

This activity should be done with a group of teachers, administrators, students, and community members.

The first four video conferences in this video series urge educators to adopt new goals for learning, curriculum, instruction, and assessment. USE the ideas from Video Conference 8 and this *Guidebook* to DESCRIBE professional development activities that will help you develop, understand, and implement these new goals. Then PRIORITIZE these professional development activities in terms of the most important for you.

Professional development effort	Importance

new learning

a thinking
curricul...

collaborative
classroom

multidimensional
assessment

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Activity 3: What organizational contexts will support restructuring in your school or district and what professional development activities will ensure organizational change?

This activity should be done with a group of teachers, administrators, students, and community members.

1. DESCRIBE the current organizational structure in you school or district.
2. BRAINSTORM and LIST organizational changes you would make to support restructuring.
3. CREATE ideas for professional development activities you think would ensure these organizational changes.

current organizational structure	organizational changes you would make	professional ideas

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What Are the Implications of These Changes for Professional Development?

Activity 1: What are the implications of new priorities for professional development for your school or district?

This activity should be done with a group of teachers, administrators, students, and community members.

In a group, ANALYZE the implications of the new priorities described in this *Guidebook* for your school or district.

Organizational change:

What new roles for staff developers should your school (or district) develop?

Locally developed and implemented professional development:

What local professional development efforts can your school develop?

How can your school expand its pool of staff developers to include all staff?

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Continuum of professional development experiences:

How can your school coordinate its professional development efforts with preservice efforts?

How can your school ensure smooth induction of new teachers through professional development?

How can your school coordinate its professional development efforts with continuing certification requirements?

How can your school's professional development efforts ensure ongoing learning and growth for experienced staff?

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Activity 2: How do new principles and priorities change and expand the traditional functions of professional development?

This activity should be done with a group of teachers, administrators, students, and community members.

The traditional functions of staff development remain valid but the substance of the goals has changed and, to a certain extent, ways of achieving goals will be different based on the priorities described in this guidebook and the principles for development listed below. For example, what has changed about the function of expanding the knowledge base is the knowledge base itself. And traditionally, the function of developing new attitudes was to develop high expectations; now we include that as just one of several functions.

<u>New principles</u>

Professional development:

(1) is the primary vehicle for change.
(2) is consistent with new goals for schooling.
(3) is based on research.
(4) respects diversity of students and staff.

LIST what you believe to be outmoded ways of achieving staff development functions. BRAINSTORM new ideas for achieving them and EXPLAIN how they reflect new ideas and priorities.

<u>Functions</u>	<u>Traditional</u>	<u>New</u>
expanding the knowledge base		
learning from practice		

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developing new
attitudes and beliefs

opportunities
for self-renewal

collaborating and
contributing to the
growth of others

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What are the Delivery Systems for Professional Development in the 21st Century?

Activity 1: How can your school use new technologies to increase the effectiveness of professional development?

This activity should be done with a group of teachers, administrators, students, and community members.

LIST four or five of the professional development activities you described in previous activities in this *Guidebook*. Then DESCRIBE how new technology can enrich these activities for your staff. Some technologies are listed below, but you may add others to this list. LIST the support (e.g., training in use, equipment, money) you would need to use this new technology.

Technologies

video tapes	interactive video
computers (with modems, etc.)	hypertext
telephone - conference calling, etc.	electronic bulletin board
data bases	

Professional development activities	Technology that would enhance the activities	Support needed

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Activity 2: What changes are needed in preservice programs for teachers and administrators?

This activity should be done with a group of teachers, administrators, students, and community members.

REFLECT on your own preservice experiences. Then DESCRIBE changes you would make in preservice programs that would help new educators respond to new needs in education. EXPLAIN why you would make these changes.

Changes you would make

Why you would make these changes

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Activity 3: What support at the district and state levels would support professional development efforts in your school?

This activity should be done with a group of teachers, administrators, students, and community members.

IDENTIFY the support you would like from your district and from your state to support the professional development ideas you generated in the previous activities.

1. What support would you like from your district? (e.g., resources, policies, professional development personnel, district-wide programs, seminars)

2. What support would you like from your state department of education? (e.g., policies, resources, money, professional development for new state requirements and continuing certification, standards, state-level professional development)

3. What new roles for staff developers should your school (or district) develop?

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SCHOOL-BASED ACTIVITIES

Activity 1: Preparing for Change

Activity 2: Getting Started

Activity 3: Continuing to Grow

Note: The activities in this section are sequenced to address different levels of involvement in the restructuring process. Begin by selecting the activities best suited to your school.

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Activity 1: Preparing for Change

This activity should be done with a restructuring team of teachers, administrators, students, and community members.

Part A: What new goals will you set for professional development?

In your group, LIST goals for current professional development efforts. Then BRAINSTORM and LIST goals for future professional development. USE the ideas in this *Guidebook* to help you establish new goals for <u>content</u>, <u>strategies</u>, and <u>delivery</u> of professional development.

	Content goals	Strategy goals	Delivery goals
current professional development			
future staff development			

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Part B: How can you meet challenges to new staff development efforts?

Listed below are some common challenges to changing professional development efforts. In your groups, DETERMINE which challenges you may face for the goals you selected in Part A. You may add challenges not listed. BRAINSTORM some ways you might meet those challenges.

<u>Challenges</u>: Money, time, resources, lack of knowledgeable personnel to plan and conduct new professional development, state requirements, staff resistance

<u>Opportunities</u>: New models of professional development, new business school partnerships, university partnerships, outside funding

<u>Goals</u>	<u>Challenges</u>	<u>Ways to overcome challenges</u>

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Activity 2: Getting Started

This activity should be done with a restructuring team of teachers, administrators, students, and community members.

Part A: What is your plan for the content of professional development activities?

In your group, DEVELOP a plan for the content of new professional development activities. BASE your plan on the goals you set in Activity 1: Preparing for Change.

Content goals	Activities	Person(s) responsible	Time

Part B: What is your plan for strategies for professional development?

In your group, DEVELOP a plan for new strategies for professional development activities. BASE your plan on the goals you set in Activity 1: Preparing for Change.

Strategy goals	Activities	Person(s) responsible	Time

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Part C: What is your plan for the delivery of professional development?

In your group, DEVELOP a plan for new ways to deliver professional development. BASE your plan on the goals you set in Activity 1: Preparing for Change.

Delivery goals	Activities	Person(s) responsible	Time

Activity 3: Continuing to Grow

**How do your
professional
development efforts
reflect the ideas in this
guidebook?**

In your group, ANSWER the questions to determine how well
your current or future professional development efforts reflect new
needs in professional development.

1. How well do (will) your professional development efforts address your staff's awareness of,
    beliefs about, and instructional efforts for a diverse student population?

2. How well do (will) your professional development efforts address new goals for schooling?

    new views of learning

    thinking curriculum

    collaborative classroom

    multidimensional assessment

    expanded learning community

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3. How well do (will) your professional development efforts address organizational changes in your school or district?

4. How well do (will) your efforts reflect new principles for professional development?

   professional development as the primary vehicle for change

   professional development is consistent with new instructional and organizational goals

   professional development is based on research

   professional development respects diversity of students and staff

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5. How well do (will) your efforts reflect new priorities for professional development?

   organizational change

   new roles

6. How well do (will) your efforts reflect expanded functions?

   expanding the knowledge base

   learning from practice

   developing new attitudes and beliefs

   opportunities for self-renewal

   collaborating with and contributing to the growth of others

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7. What implications do (will) your efforts have for preservice programs?

8. What implications do (will) your efforts have for district level support?

9. What implications do (will) your efforts have for state level support?

10. What implications do (will) state level requirements have for your professional development efforts?

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ADDITIONAL INFORMATION

Program Descriptions

1. The New Definition of Learning: The First Step for School Reform - The point of departure in thinking about restructuring is to consider a new definition of learning based on recent research in cognitive sciences, philosophy, and multicultural education. Positive attitudes toward learning, toward oneself, and toward others; a strategic approach to learning; and self-regulated learning are key goals emerging from this research. While these perspectives build on earlier approaches to active learning, they are "new" in contrast to traditional models of schooling. Also, it is especially important in our changing and changed society to promote meaningful learning among all students. The vision of meaningful learning developed for a restructured school will determine the curriculum objectives, classroom instruction, assessment, and the social organization of the school.

2. The Thinking Curriculum - If students are to engage in meaningful learning, numerous curricular issues must be addressed. A dual agenda must be implemented focusing both on enriched content and expanded notions of higher order thinking. Otherwise, students will learn isolated skills and facts as ends in themselves. If schools are to become communities of scholars, collaborative learning and the interpersonal skills needed to support it must become part of the curriculum. Activities to develop self-regulated learning and motivation must become part of the curriculum for students of all ages and abilities, but especially for students at risk and younger students. Finally, higher-order thinking and reasoning must pervade the curriculum from K-12.

3. The Collaborative Classroom: Reconnecting Teachers and Learners - If there are profound changes implied from the new definition of learning for what students learn, there are equally serious consequences for the roles of teachers in the classroom. Teachers will need to facilitate, mediate, model, guide, assist, share, listen, and adjust the amount of support provided. Moreover, many teachers will need to develop strategies for teaching diverse students within heterogeneous classrooms.

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4. Multidimensional Assessment: Strategies for Schools - If the curriculum is to change, the current debate over the usefulness, or uselessness, of standardized tests is likely to be intensified. It makes little sense to redesign curricula to teach for nderstanding .nd reflection when the main assessment instruments in schools measure only the assimilation of isolated facts and effective performance of rote skills. Alternative assessment methods must be developed to evaluate and increase the capacity of learners to engage in higher order thinking, to be aware of the learning strategies they use, and to employ multiple intelligences. Alternative modes of assessment are valuable both to students in promoting their development and to teachers in increasing the effectiveness of their instruction.

5. Schools as Learning Communities - In schools that are learning communities, students' learning and teachers' instruction use the community and its resources. In addition, the schools promote learning as a lifelong activity for all citizens. As a result, community members increasingly spend more time in schools to learn, provide support services such as tutoring and teaching, and participate in school life. More and more, schools of the future will be places where administrators and teachers learn and work collaboratively. Schools as learning communities may also mean working with local businesses and agencies to provide increased support services to help students and their families become better learners.

6. Many Roads to Fundamental Reform in Schools: Getting Started - Teachers and administrators who form learning communities reflect as a group on schooling and learning—they probe their assumptions about learning, they debate what they see as essential in the educational experience, and they build consensus on what vision of learning will undergird their school's mission. Initiating a broad-based dialogue comparing learning that should occur to learning that is actually occurring is a first step in getting started. A broad-based dialogue includes community members, parents, teachers, administrators, and students. In furthering the dialogue, participants should pursue the implications of their new definition of learning for all dimensions of schooling—curriculum, instruction, assessment, school organization, and community relations.

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7. Many Roads to Fundamental Reform in Schools: Continuing the Journey - If all participants in this school community are successful learners, then they know that the process of learning is ongoing and iterative. They know that schooling and learning are driving concepts that must be repeatedly developed in their meaning. Participants are continually learning and re-learning what the mission of the school is, what the vision of learning should be, how to realize this vision, and the many subtle ways the vision is impeded by organizational and attitudinal constraints. Formative evaluation of the restructuring process becomes "business as usual" for the school.

8. The Meaning of Staff Development in the 21st Century - Traditional roles of staff development for teachers and principals focusing on one-shot events are as outdated as traditional models of learning. Therefore, a major task of the restructuring movement is to align models of staff development with new visions of learning to allow teachers and administrators to plan together sustained, high-quality staff development programs. Video Conference 8 focuses on developing new roles for teachers and administrators based on research on expert teaching and staff development.

9. Reconnecting Students at Risk to the Learning Process - New isions of learning suggest that students who are academically at risk have been largely disconnected from the process of learning by segregation into poorly coordinated and impoverished remedial programs emphasizing drill on isolated skills. Research indicates that such students can be reconnected to the learning process by training regular classroom teachers to use teaching/learning strategies which are successful for students in heterogeneous classrooms and by providing them with dynamic assessments and highly enriched learning environments. Video Conference 9 highlights successful programs.

Computer Forums

Much of the value and excitement of participating in this video series arises from the opportunity to interact with presenters and share in the national dialogue on restructuring. Indeed, this dialogue is a primary goal of this professional development series. Yet, there is only so much time available to engage in such dialogue during each video conference. To participate in the continuing dialogue after each video conference, viewers can access LEARNING LINK, a computer conferencing system.

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This system was developed for public television to increase the impact of distance learning. Using this system, members can:

- **Ask presenters questions** for one month after each video conference

- Talk to each other to **share experiences,** help solve problems, learn about resources, and ask for assistance

- Participate in **"discussion groups"** organized around specific topics such as the thinking curriculum

- **Access calendars** for events related to restructuring and teaching for thinking and understanding

- **Access new information** pertinent to the video series such as news items, alerts, and announcements of new publications

- **Search** user's communications for information and commentary on specific topics such as assessment

- **Survey** what others think about a given issue

- **Access large documents** that NCREL enters into the system (for example, articles and annotated bibliographies)

- **Exchange strategic plans** with others

Who Will Be Available to Address Questions and Comments?

NCREL and PBS have asked the presenters if they, or their staff, can be available for approximately one month after each video conference to answer additional questions. While we do not expect that all or the presenters will be available, we anticipate that there will be some from each conference in the series. A full-time conference moderator will be available from Indiana University at Bloomington. This person will be able to answer questions pertaining to all aspects of restructuring as well as to respond to technical questions and facilitate conference dialogue.

What Do I Need To Use LEARNING LINK?

All you need to apply is a microcomputer (any brand), a modem, and telecommunications software such as Apple Access 2, Apple Works, Procomm, or Red Ryder.

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How Much Does LEARNING LINK Cost?

Regular account membership is $189.00 for 20 hours of access to the system. However, **DataAmerica** and **IBM** have partially underwritten the cost. The first 2,500 people to register will pay only $95.00 for 15 hours. Of these special $95.00 memberships, 1,500 will be reserved for persons in the NCREL region. Memberships will be processed on a first-come, first-served basis. For information,

phone:	or write:
Erica Marks	IntroLink
IntroLink	Learning Link National Consortium
(212) 560-6868	356 W. 58th St.
9:30-5:30 EST	New York, NY 10019

Note 1: While there may be nominal local connect charges, there will be no additional fees for long distance usage for hours of service purchased. This is true whether you pay $189.00 for 20 hours or $95.00 for 15 hours.

Note 2: Members currently using LEARNING LINK service do not need to apply. They are already eligible to participate in the service for this video series through their local LEARNING LINK system. For information, watch for announcements in your bulletin boards.

Remember: You must already have a microcomputer, a modem, and telecommunications software in order to access LEARNING LINK.

Materials

Video Conference **Guidebooks** include pre- and post-conference activities as well as other activities for various workshops. Activities are customized for different levels of knowledge. Some activities are introductory; others are more advanced. Each downlink site will receive one camera-ready master copy free of charge for local reproduction as part of the licensing arrangement.

Selected Readings include reprints of various articles and other information for each video conference. We have created a flyer, including an order form, for you to distribute. This form can be found at the end of this book. Two volumes of **Selected Readings** will be available for $15.00 each (plus shipping) from:

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Customer Service   8:00 am - 4:30 pm EST
1459 King Avenue   Fax: (614) 486-5305
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Course Credit Information

In the NCREL region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin), the National College of Education will offer two graduate hours of credit to:

- Groups of students using an approved on-site facilitator

- Individuals employing instructional services by telephone

For more information about credit in the NCREL region, please call Sonja Clary, Associate Dean for Off-Campus Programs, (708) 475-1100, ext. 2335.

In the fall of 1990, PBS Adult Learning Service will offer Restructuring to Promote Learning in America's Schools as a telecourse. For information, please call (800) 257-2578.

Local Involvement

Inside the NCREL Region

NCREL has identified local teams from each of its seven states to assist in implementing the video series. Teams include people in these areas: media, staff development, curriculum and instruction, and rural and urban education. Each team has developed its own implementation plan. Local PBS stations throughout the region will also be a part of the local outreach.

Outside the NCREL Region

You may want to generate activities similar to those in the NCREL region. Some suggestions:

- Your school or agency can provide immediate commentary and analysis at the local site after each video conference.

- Local colleges or universities may use the series as part of course requirements.

- State education agencies and/or other qualified agencies may provide continuing education credits, or equivalent, for participation in the series.

- Local and state education agencies may provide Leadership/Management Academy Workshops, study groups, and/or other workshops using the video series.

- Your school may provide school credits/career advancement for participation.

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REFERENCES AND RESOURCES

Bibliography

Organizational Resources

Video Sources

Presenters' Biographical Information

Regional Resources

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Video Sources

Phillip Schlecty Video produced by the North Central Regional Educational Laboratory (NCREL).

Addenda for Video Sources
Video Conference 7--Many Roads to Fundamental Reform: Continuing the Journey

John Goodlad Interview Video produced by the North Central Regional Educational Laboratory (NCREL) in conjunction with Video Presentations, Inc.

Ted Sizer Interview Video produced by the North Central Regional Educational Laboratory (NCREL) in conjunction with David Whittier Productions.

Fairdale School Video courtesy of WSMV, Channel 4, Nashville. Reprinted with permission.

Walters Elementary School produced by the North Central Regional Educational Laboratory (NCREL).

Lowell City Magnet School Video Segment of Learning in America Series, "Teach Your Children," produced by WETA-TV & MacNeil/Lehrer Productions c. 1989. Greater Washington Educational Telecommunications Association, Inc. & MacNeil/Lehrer Productions. Reprinted with permission.

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WCBV-TV, 5 TV Place, Needham, MA 02192, (617) 449-0400
WETA Television 26, P. O. Box 2626, Washington, DC 20013, (703) 998-260.
WSMV, P. O. Box 4, Nashville, TN 37202, (615) 749-2244
David Whittier Productions, 1033 Edmands Rd., Framingham, MA 01701, (508) 788-0124

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Organizational Resources

Throughout the past few years, NCREL has been in contact with a number of organizations that focus on restructuring. Each organization would be happy to provide information on its services.

Accelerated Schools Action Project (ASAP)
North Central Regional Educational Laboratory
295 Emroy Avenue
Elmhurst, IL 60126
Beverly J. Walker: (708) 941-7677

American Association of School Administrators
1801 North Moore
Arlington, VA 22209
Lewis Rhodes: (703) 528-0700

American Federation of Teachers
Center for Restructuring
555 New Jersey Avenue, NW
Washington, DC 20001
Bruce Goldberg/Marsha Levine:
(202) 879-4559 or 4461

American Society for Training
and Development
1630 Duke Street
Box 1443
Alexandria, VA 22313
(703) 683-8100

Association for Supervision and
Curriculum Development
125 N. West Street
Alexandria, VA 22314-2798
(703) 549-9110

The Center for Leadership in
School Reform
4425 Preston Highway
Louisville, KY 40213
Phillip Schlecty: (502) 473-3319

Mastery In Learning Project
National Education Association
1201 16th Street, NW
Washington, DC 20036-3290
Robert McClure: (202) 822-7907

National Council of States
on Inservice Education
402 Huntington Hall
Syracuse, NY 13244-2340
James F. Collins: (315) 443-4167

National Staff Development Council
P.O. Box 240
Oxford, OH 45056
Dennis Sparks: (313) 563-2104

National Urban Alliance
Northeastern Illinois University
5500 North St. Louis
Chicago, IL 60625
Jeanne Baxter: (312) 794-2786

Phi Delta Kappa, Inc.
Eighth and Union
P.O. Box 789
Bloomington, IN 47402
Lowell C. Rose: (812) 555-1212

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Presenters' Biographical Information

William Ayers

William Ayers is Assistant Professor of the Graduate Faculty, Department of Curriculum, Instruction, and Evaluation, University of Illinois at Chicago. He was previously Instructor, Preservice Program in Elementary Education, Department of Curriculum and Teaching, Teachers College, Columbia University. Dr. Ayers has spent the last year as Special Assistant to the Deputy Mayor for Education in Chicago. Publications include *The Good Preschool Teacher*, *Rethinking Urban Schools*, He is involved in teachers education, school improvement and has been very active in developing staff development alternatives in the Chicago public schools. He has also taught young children for twelve years. Dr. Ayers received his master's degree from Bank Street College of Education in New York and his doctorate from Teachers College, Columbia University.

Linda Darling-Hammond

Linda Darling-Hammond is Professor of Education at Teachers College, Columbia University. Her professional interests focus on educational research and policy analysis. She has conducted numerous studies of the effects of educational policies on the working conditions of teachers. Her recent work has included studies of teacher evaluation and selection practices, teacher supply and demand, the development of educational indicators, and teacher competency testing policies. Before she joined the Teachers College faculty in 1989, Dr. Darling-Hammond was senior social scientist and director of the Education and Human Resources Program at the Rand Corporation in Washington, DC. Prior to joining Rand's Behavioral Sciences Department in 1979, she was director of the National Urban Coalition's Excellence in Education Program where she conducted research on exemplary city school programs and urban school finance issues. She began her career as a public school teacher and was co-founder of a pre-school and day-care center. Dr. Darling-Hammond received her B.A. from Yale University and her doctorate in urban education from Temple University.

Lucy Matos

Lucy Matos has been the Director of Central Park East I in New York City for four years and is one of the co-founders of the school. Prior to this position, she was a classroom teacher for 13 years in Central Park East I, Central Park East II, and in District 3. Ms. Matos is a member of the Puerto Rican Education Association and the Curriculum Committee of the Holmes Group. She has an in-depth knowledge of inner-city educational programs and is certified in Bilingual Education. Ms. Matos is also an Adjunct Lecturer at City College in the Department of Elementary Education where she teaches a graduate course in family/school relationships. She is a mentor for Empire State College and has spoken at numerous conferences around the country and at institutions such as Bark Street College, City College, and Child Care Inc. about school-based management. Recently she has been working with the Ackerman Institute to develop a more collaborative partnership between the school and family. Ms. Matos is a graduate of City College where she received training in open education from Lillian Weber at the Open Workshop Center. She is currently pursuing a master's degree in Administration and Supervision.

Phillip C. Schlechty

Phillip C. Schlechty is President of the Center for Leadership in School Reform. The Center provides support and assistance to school leaders who are engaged in restructuring schools. Schlechty's primary activities include speaking, lecturing, conducting seminars, and consulting with education leaders and policymakers. His primary interests are in leadership development, the restructuring of schools, and the management of change. He is a member of the National Board for Professional Teaching Standards. Dr. Schlechty authored numerous books and articles, the most recent of which are *Reform in Teacher Education: A Sociological View* and *Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.* Dr. Schlechty has been a public school teacher and administrator, a university professor, and an associate dean. He moved to Louisville, Kentucky, in 1985 where he led the creation of the JCPS/Gheens Professional Development Academy.

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Lee S. Shulman

Lee S. Shulman is Charles E. Ducommun Professor of Educ. tion and Professor (by courtesy) of Psychology at Stanford University. He was previously Professor of Educational Psychology and Medical Education at Michigan State University, and was the founding Co-director of the Institute for Research on Teaching (IRT) at Michigan State University. Professor Shulman's research and writings have dealt with the study of teaching and teacher education; the growth of knowledge among those learning to teach; the assessment of teaching; medical education; and psychology of instruction in science, mathematics, medicine and the logic of educational research. He has conducted extensive longitudinal studies of how new teachers learn to teach (especially at the secondary level). This work has been supported by the Spencer Foundation. He is completing a three-year research program, funded by the Carnegie Corporation, to design and field-test new strategies for the assessment of teaching at the elementary and secondary levels and advises national teacher organizations, teacher education institutions and state departments of education on matters of teacher quality and standards.

Dennis Sparks

Dennis Sparks is Executive Director of the National Staff Development Council. Prior to this position he served as an independent educational consultant and as Director of the Northwest Staff Development Center, a state and federally funded teacher center in Livonia, Michigan. Dr. Sparks has also been a teacher, counselor, and co-director of an alternative high school. He completed his Ph.D. at the University of Michigan in 1976, and has taught at several universities, including the University of Michigan, Eastern Michigan University, and the University of Alaska. He has conducted workshops from coast to coast on topics such as effective teaching, motivating students, staff development, and teacher stress and burnout. He is executive editor of *The Journal of Staff Development* and has written articles that have appeared in a wide variety of publications, including *Phi Delta Kappan, Educational Leadership, Instructor, Today's Education, The Personnel and Guidance Journal*, and *The Michigan School Board Journal*. Dr. Sparks is co-author of the ASCD videotapes, "Effective Teaching for Higher Achievement and School Improvement through Staff Development."

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Regional Resources

1. Jane Hange, Director
   Classroom Instruction Program
   Appalachia Educational Laboratory
   1031 Quarrier Street
   P.O. Box 1348
   Charleston, WV 25325
   (304) 347-0411

2. Stanley Chow
   Inter-Laboratory Collaboration
   Far West Laboratory
   1855 Folsom Street
   San Francisco, CA 94103
   (415) 565-3000

3. Larry Hutchins, Executive Director
   Mid-continent Regional Educational Laboratory
   12500 E. Iliff, Suite 201
   Aurora, CO 80014
   (303) 337-0990

4. Beau Fly Jones, Program Director
   North Central Regional Educational Laboratory
   295 Emroy
   Elmhurst, IL 60126
   (708) 941-7677

5. Janet M. Phlegar
   The Regional Laboratory for Educational Improvement
     of the Northeast and Islands
   300 Brickstone Square, Suite 900
   Andover, MA 01310
   (508) 470-1080

6. Rex W. Hagans
   Director of Planning and Service Coordination
   Northwest Regional Educational Laboratory
   101 S.W. Main Street
   Suite 500
   Portland, OR 97204
   (503) 275-9543

7. Peirce Hammond, Deputy Director
   Southeastern Educational Improvement Laboratory
   200 Park, Suite 200
   P.O. Box 12748
   Research Triangle Park, NC 27709
   (919) 549-8216

8. Preston Kronkosky, Executive Director
   Southwest Educational Development Laboratory
   211 East Seventh Street
   Austin, TX 78701
   (512) 476-6861

9. John E. Hopkins, Executive Director
   Research for Better Schools, Inc.
   444 N. Third Street
   Philadelphia, PA 19123
   (215) 574-9300, ext. 201

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____	$ 6.00	TC-109	*Managing Instruction for Equity and Excellence* (Facilitator's Manual), 1989. Beau Fly Jones (Editor).
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Use of This *Guidebook*

Guidebook Purposes

1. **Before** the video conference, the *Guidebook* provides pre-conference activities.

2. **After** the video conference, the *Guidebook* contains a post-conference activity.

3. The essay highlights topics discussed during the video conference. It is followed by two sets of activities: one set relates directly to the essay; the other set is school-based.

4. Finally, this *Guidebook* provides information about the remaining video conference in the series, the computer forums, course credit, and supplementary materials that are available for this professional development program.

Instructions to the Site Facilitator

Pre-Conference Activities
(Allow 30 minutes.)

Before viewing the video conference:

ASK the participants to introduce themselves. If possible, have them form small groups or pairs.

ASK the participants to complete the **Pre-Conference Activities.** These activities are on page 4 and are identified by the hand/pencil symbol: ✍

Post-Conference Activities
(Allow 30 minutes.)

After viewing the video conference:

ASK the participants to complete the **Post-Conference Activity.**

This activity is on page 6 and is also marked by ✍

ADVISE participants that workshop activities have been included in this *Guidebook.* These activities may be completed in schools, state education agencies, or other educational facilities.